2022
OKTOBERBEST
A Symposium on Teaching

Friday, October 21, 2022
University Conference Center

SPONSORS
Center for Teaching Excellence
Division of Information Technology
Office of Diversity, Equity and Inclusion
University Libraries

Twitter Hashtag
#2022Oktoberbest
Welcome to the 13th Annual Oktoberbest: A Symposium On Teaching!

Now that the pandemic has lessened its restraint on our teaching practices, we continue to adjust to a different, but not-necessarily new, normal for teaching. This shift makes it even more important to have an event like today’s Oktoberbest Symposium where we can share our experiences, ideas, and insights with each other, allowing us to learn from one of the best sources of insight we have: our colleagues.

You will find that today’s schedule includes a wide range of presentations describing instructional practices and techniques you can implement within the context of your courses. Throughout the day, you will have the chance to learn about interactive elements that we can all adopt for our own classes. This year, we have added a new format: Lightning Round sessions, during which presenters will summarize their best instructional practices, strategies, and/or research in less than 10 minutes.

I hope you will enjoy the fellowship that comes from being part of an academic community that shares so much of our knowledge and experience with each other. And as always, we will have the food and beverages you expect at this type of celebration of teaching. Finally, there will be an abundance of door prizes drawn throughout the event and during the final session, ranging from scrumptious meals to cultural events.

Thanks go out to everyone who helped make this event possible. In addition to the Center for Teaching Excellence team, I am thankful to UofSC’s Division of Information Technology; Office of Diversity, Equity and Inclusion; and the University Libraries for their co-sponsorship. We thank the many donors for the door prizes. We also appreciate all our colleagues for sharing their time and knowledge with us. But we are most grateful that you are taking the time to participate and engage so that all our students can benefit from an environment of innovation.

Please enjoy the day. And, as always, let the Center for Teaching Excellence know what we can do to improve your teaching competencies.

G. Nathan Carnes
Interim Director
Center for Teaching Excellence
TEACHING GRANTS

Call for Proposals

Innovative Pedagogy Grant
This grant is for the revision or development of exemplary courses. The goal of this grant is to invest in the continuous quality improvement of courses taught by faculty who provide students with exemplary, highly engaging courses, offered in either an online, blended, or traditional format.

Award Amount: Up to $2,500
Application Deadline: Thursday, November 10, 2022

Virtual Environments Grant
The goal of this grant is to invest in faculty who creatively integrate virtual environment (VE) technologies into courses through innovative pedagogical methods—taking student engagement and learning to a new level. Specifically, faculty will need to integrate 360° video, augmented reality and/or immersive virtual reality technologies into an existing course to be taught either face-to-face or online.

Award Amount: $2,000
Application Deadline: Sunday, November 20, 2022

Eligibility
Full-time faculty at UofSC Columbia and the Schools of Medicine are eligible to apply. The goals for both grants will be supported by providing funding, expert instructional design assistance, pedagogical resources and technological assistance to faculty. For more information, visit sc.edu/cte/grants.
## Morning Plenary Session
**Lumpkin Auditorium**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 7:45 - 8:45 am | Registration and Check-in  
Networking and Breakfast  
University Conference Center Lobby |
| 8:45 - 8:50 am | Welcome  
Lumpkin Auditorium  
Nate Carnes  
Interim Director  
Center for Teaching Excellence |
| 8:50 - 8:55 am | Doug Foster  
Vice President for Information Technology and Chief Information Officer (CIO)  
Division of Information Technology |
| 8:55 - 9:00 am | Michelle Bryan  
Associate Vice President  
Office of Diversity, Equity, and Inclusion |
| 9:00 - 9:05 am | Introduction of Keynote Speaker  
Nate Carnes  
Interim Director  
Center for Teaching Excellence |
| 9:05 - 10:05 am | Keynote Address  
Inclusive Teaching is Just Good Teaching!  
The Sustaining Power for Our Disciplines, Our Students, and Ourselves  
Brandy Bryson  
Director of Inclusive Excellence,  
Professor,  
Center for Academic Excellence  
Appalachian State University |

### Concurrent Session I
**10:15 - 10:45 am**

<table>
<thead>
<tr>
<th>Room</th>
<th>Event</th>
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</thead>
</table>
| Lumpkin Auditorium | Breaking Barriers: Inclusive Faculty Interviews Toward Enhanced Community Building  
Kristen Hogan  
Instructor, Biological Sciences  
Amanda Ziegler  
Director of Undergraduate Studies, Biological Sciences |
| Summit Room West 839 | Grounded Pedagogy: Engaging DEI Where We Live  
Madalyn Wasilczuk  
Assistant Professor, School of Law |
| Summit Room East 840 | Making Online Group Work Gratifying – Yes, It’s Possible!  
Joan Creed  
Associate Professor, College of Nursing  
Vera Polya kova-Norwood  
Director of Distributed Learning, College of Nursing |
| Eastview Room 841 | Learning Enhancement Labs: Building the Bridge from Theory to Practice  
Adam Englert  
Behavioral Health Research Associate, College of Social Work  
Melissa Reitmeier  
Clinical Professor, Director of Field Education, College of Social Work |
| Westview Room 829 | Knowledge Gaps and the Battle to Fill Them  
Atticus Wolfe  
Doctoral Student, Sociology |

### Lightning Rounds
**10:25 - 10:35 am**

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<tr>
<th>Room</th>
<th>Event</th>
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| Summit Room East 840 | Staging a Championship: Enhancing Industry Immersion and Experiential Learning  
John Grady  
Professor, Sport & Entertainment Management |
| Summit Room East 841 | Staging a Championship: Enhancing Industry Immersion and Experiential Learning  
John Grady  
Professor, Sport & Entertainment Management |
TECHNOLOGY QUESTIONS?

THE DIVISION OF IT IS HERE TO HELP.

Technology has advanced the world, but it can often be confusing and frustrating. The Division of Information Technology is here to help. Here’s how to reach us.

**IT SERVICE DESK: 803-777-1800**

The IT Service Desk is your single point of contact for computer, technology and IT-related questions and support. This is also who you contact if you experience issues with technology equipment in classrooms, network connectivity, or other issues. Technicians are available 24 hours a day/7 days a week.

**BLACKBOARD & E-LEARNING TRAINING**

DoIT offers training to faculty and instructors on the various educational technologies it supports. You can sign up for short training sessions by visiting the online Event Calendar that is maintained by Human Resources. [https://bit.ly/3RCYG3P](https://bit.ly/3RCYG3P)

If you have specific departmental training needs, please feel free to contact us at 803-777-1800 and discuss with our staff.

**KNOWLEDGE BASE & WEBSITE**

The IT Knowledge Base, [https://sc.edu/IThelp](https://sc.edu/IThelp), is a collection of documents that include answers to frequently asked questions, how-to guides, and troubleshooting instructions. It’s designed to make it easy for people to find solutions to their problems without having to contact a technician for help.

The division webpage, [https://sc.edu/IT](https://sc.edu/IT), provides news about changes, advancements, and IT projects across the system.

**SOCIAL MEDIA**

You can follow the division on social media for the latest news and updates. Find us at [facebook.com/UofSCTech](https://facebook.com/UofSCTech) and [twitter.com/UofSCTech](https://twitter.com/UofSCTech).

**DOIT LISTENS**

We want to hear your suggestions on ways to improve or enhance our services. Email [DoITListens@mailbox.sc.edu](mailto:DoITListens@mailbox.sc.edu).

*NOTE: We cannot provide technical assistance from this email account.*
<table>
<thead>
<tr>
<th>Concurrent Session II</th>
<th>10:55 - 11:25 am</th>
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<tbody>
<tr>
<td><strong>Lumpkin Auditorium</strong></td>
<td><strong>Concurrent</strong></td>
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<tr>
<td><strong>Summit Room West</strong></td>
<td><strong>Session II</strong></td>
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<tr>
<td>Room 839</td>
<td>10:55 - 11:25 am</td>
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<tr>
<td><strong>Summit Room East</strong></td>
<td><strong>Lecture Capture</strong></td>
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<tr>
<td>Room 840</td>
<td>with Panopto</td>
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<tr>
<td><strong>Eastview Room</strong></td>
<td><strong>Lecture Capture</strong></td>
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<tr>
<td>Room 841</td>
<td><em>with Panopto</em></td>
</tr>
<tr>
<td><strong>Westview Room</strong></td>
<td><strong>Lecture Capture</strong></td>
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<tr>
<td>Room 829</td>
<td><em>with Panopto</em></td>
</tr>
<tr>
<td><strong>Lightning Rounds</strong></td>
<td><strong>Lecture Capture</strong></td>
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<tr>
<td>10:55 - 11:05 am</td>
<td><em>with Panopto</em></td>
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<tr>
<td><strong>Purposeful Padlets:</strong></td>
<td><strong>Engaging Students</strong></td>
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<td><strong>Entrepreneurs On</strong></td>
<td><strong>With Virtual</strong></td>
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<tr>
<td>Site</td>
<td><strong>Bulletin Boards</strong></td>
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<tr>
<td><strong>Kasie Whitener</strong></td>
<td><strong>Melanie Ward</strong></td>
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<tr>
<td><strong>Program Director,</strong></td>
<td><strong>GTA/Instructor,</strong></td>
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<tr>
<td><strong>Lecture, Management,</strong></td>
<td><strong>History</strong></td>
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<tr>
<td><strong>Darla Moore School</strong></td>
<td><strong>Haidy G. Diaz</strong></td>
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<tr>
<td><strong>of Business</strong></td>
<td><strong>Graduate Student,</strong></td>
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<tr>
<td><strong>Entrepreneurs On</strong></td>
<td><strong>Educational Leadership &amp;</strong></td>
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<td>Site</td>
<td><strong>Policy</strong></td>
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<td>11:05 - 11:15 am</td>
<td><strong>Fostering CARE</strong></td>
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<td><strong>Academic Integrity</strong></td>
<td><strong>Action Researchers</strong></td>
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<td><strong>through a</strong></td>
<td><strong>Hengtao Tang</strong></td>
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<td><strong>Multicultural Lens</strong></td>
<td><strong>Assistant Professor,</strong></td>
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<tr>
<td><strong>Jennifer Marler</strong></td>
<td><strong>Educational Studies</strong></td>
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<tr>
<td><strong>GTA/Instructor,</strong></td>
<td>11:15 - 11:25 am</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>Experiential</strong></td>
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<td>11:15 - 11:25 am</td>
<td><strong>Learning by</strong></td>
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<td><strong>Providing Your</strong></td>
<td><strong>Building Real-World</strong></td>
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<td><strong>Students with</strong></td>
<td><strong>AI Systems</strong></td>
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<tr>
<td><strong>an Ultra Fine</strong></td>
<td><strong>Pooyan Jamshidi</strong></td>
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<tr>
<td><strong>Experience: Moving</strong></td>
<td><strong>Assistant Professor,</strong></td>
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<tr>
<td><strong>from Blackboard</strong></td>
<td><strong>Computer Science</strong></td>
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<td><strong>Original to Ultra</strong></td>
<td><strong>Engineering</strong></td>
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<tr>
<td><strong>Course View</strong></td>
<td>11:35 - 11:45 am</td>
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<tr>
<td><strong>Katie Vaughan</strong></td>
<td><strong>Creating</strong></td>
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<tr>
<td><strong>eLearning Consultant,</strong></td>
<td><strong>Sustainable and</strong></td>
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<td><strong>eLearning Services,</strong></td>
<td><strong>Meaningful Course</strong></td>
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<td><strong>Division of</strong></td>
<td><strong>Final Projects</strong></td>
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<td><strong>Information</strong></td>
<td>11:45 - 11:55 am</td>
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<tr>
<td><strong>Technology</strong></td>
<td><strong>Shea Ferguson</strong></td>
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<tr>
<td><strong>Chris Brown</strong></td>
<td><strong>Graduate Student,</strong></td>
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<tr>
<td><strong>eLearning Consultant,</strong></td>
<td><strong>Educational</strong></td>
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<td><strong>eLearning Services,</strong></td>
<td><strong>Psychology &amp;</strong></td>
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<tr>
<td><strong>Division of</strong></td>
<td><strong>Research</strong></td>
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<tr>
<td><strong>Information</strong></td>
<td>11:55 am - 12:05 pm</td>
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<tr>
<td><strong>Technology</strong></td>
<td><strong>Using Virtual Reality</strong></td>
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<tr>
<td><strong>To Enhance Empathy</strong></td>
<td><strong>Deborah Hazzard</strong></td>
</tr>
<tr>
<td><strong>Casey Carroll</strong></td>
<td><strong>Clinical Associate</strong></td>
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<tr>
<td><strong>Instructional</strong></td>
<td><strong>Professor,</strong></td>
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<tr>
<td><strong>Designer,</strong></td>
<td><strong>Center for Teaching</strong></td>
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<td><strong>Appalachian State</strong></td>
<td><strong>Excellence</strong></td>
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<td>University</td>
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GARNET APPLE AWARD
For Teaching Innovation

The Garnet Apple Award honors exceptional faculty members who demonstrate a commitment to best teaching practices and an ongoing record of developing innovative strategies to enhance student learning in their courses. The Garnet Apple demonstrates the university’s promise to implement the most successful current developments in teaching and learning to our students.

Do you know a faculty member who is highly creative and effective in developing new course materials, classroom methods, or pedagogical approaches? Please consider nominating them for the Garnet Apple Award for Teaching Innovation. Visit bit.ly/garnet_apple for more information.

Nominations are due by Monday, February 6, 2023.

2022 Award Winners

- **Matthew Ballard**
  Professor
  Mathematics

- **Juan Caicedo**
  Professor
  Civil and Environmental Engineering

- **Cory Schnell**
  Assistant Professor
  Criminology and Criminal Justice

- **Morgan Stefik**
  Associate Professor
  Chemistry and Biochemistry

- **Amelia Taylor-Perry**
  Senior Instructor
  Chemistry and Biochemistry
# Schedule

## Lunch and Networking

**Lunch Seating**
Eastview Room, Room 841 and Westview Room, Room 829

*Food service lines are located outside each room.*

Lunch Sponsored by the Division of Information Technology

### Lunch and Networking

<table>
<thead>
<tr>
<th>12:05 - 1:05 pm</th>
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<tbody>
<tr>
<td><strong>Lunch and Networking</strong></td>
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</table>

### Concurrent Session IV

**1:15 - 1:45 pm**

<table>
<thead>
<tr>
<th>Room</th>
<th>Topics and Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lumpkin Auditorium</td>
<td>Frustrated That Students Seem to Pay More Attention to Their Phones Than You? How Can We Help Their Brains? Jessie Townsend, Coordinator for Student Conduct and Academic Integrity</td>
</tr>
<tr>
<td>Summit Room West Room 839</td>
<td>360° Video as Both Education Technology and Subject in New Media Documentary Chaz Evans, Assistant Professor, Media Arts</td>
</tr>
<tr>
<td>Summit Room East Room 840</td>
<td>Blackboard Ultra Course View Roadmap and Q&amp;A James Campbell, eLearning Consultant, eLearning Services, Division of Information Technology</td>
</tr>
<tr>
<td>Eastview Room Room 841</td>
<td>Presenting Counter-Narrative and Co-Creating Knowledge with Students Vernon Turner, Doctoral Student, Graduate Research Assistant, Instruction and Teacher Education</td>
</tr>
<tr>
<td>Westview Room Room 829</td>
<td>Lightning Rounds</td>
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<td>1:15 - 1:25 pm</td>
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<td>1:25 - 1:35 pm</td>
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<td>1:35 - 1:45 pm</td>
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UofSC Libraries
Teaching Resources

Ways we can support your teaching:

• Have us create links in Blackboard for articles, streaming video, book chapters, ebooks and open educational resources.
• Use educational films to enhance your students' classroom experience.
• Receive customized library instruction (including online, evening and weekend classes) targeted to course assignments.
• Access course guides to help your students with library research.
• Sign up for an open educational resources (OER) consultation to learn about free resources for your students.
• Create multimedia projects using the audio and video studios available in Thomas Cooper Library. Reserve the space online.

For more information, visit bit.ly/UofSCFaculty
<table>
<thead>
<tr>
<th>Time</th>
<th>Session V</th>
<th>Session VI</th>
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<tbody>
<tr>
<td>1:55 - 2:25 pm</td>
<td>Concurrent Session V</td>
<td>Concurrent Session VI</td>
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<tr>
<td></td>
<td>The Paradox of Power for Graduate Teaching Assistants</td>
<td>The Good Life: How to Reduce Over-teaching</td>
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<tr>
<td></td>
<td>Brandy Bryson</td>
<td>Kim Thompson</td>
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<td></td>
<td>Director of Inclusive Excellence, Professor, Center for Academic Excellence, Appalachian State University</td>
<td>Associate Dean for Academic Affairs, School of Information Science</td>
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<tr>
<td></td>
<td>Beyond Compliance: Centering Disability in the Classroom</td>
<td>How to Create an Escape Room</td>
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<td></td>
<td>Alexandria Carrico Assistant Professor, Music History</td>
<td>Laura Herbert Assistant Professor, College of Nursing</td>
</tr>
<tr>
<td></td>
<td>Lia Snead DMA Graduate Student, School of Music</td>
<td>Ally: Accessibility Features Built into Blackboard</td>
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<tr>
<td></td>
<td>Use Self-assessment to Enhance Active Learning</td>
<td>Susan Quinn Assistant Director, eLearning Services, Division of Information Technology</td>
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<tr>
<td></td>
<td>Qiandi Liu Assistant Professor, English Language and Literature</td>
<td>Dow Hammond Assistive Technology Coordinator, Student Disability Resource Center</td>
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<tr>
<td></td>
<td>Oh Snap! An Adventure in Creating and Implementing Educational Snapchat Lenses</td>
<td>Understanding Rate My Professor and Your Students</td>
</tr>
<tr>
<td></td>
<td>Charles Schumpert Senior Instructor, Biological Sciences</td>
<td>William Jones Research Associate Professor, Environmental Health Sciences, School of the Earth, Ocean and Environment</td>
</tr>
<tr>
<td></td>
<td>1:55 - 2:05 pm</td>
<td>2:35 - 2:45 pm</td>
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<tr>
<td></td>
<td>The Public Heritage Lab: Incorporating Digital and 3D Technologies to Enhance Learning and Public Engagement</td>
<td>Organizing Assignment Clutter in Blackboard</td>
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<td></td>
<td>Kelly Goldberg Instructor, Anthropology</td>
<td>Jason Porter Instructor, Visual Communications</td>
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<td></td>
<td>Lana Burgess Director, McKissick Museum</td>
<td>2:45 - 2:55 pm</td>
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<td></td>
<td>UofSC Women Makers: Creating an Inclusive Experiential Learning Environment</td>
<td>Elevate Student Learning Experience Using This FREE Resource</td>
</tr>
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<td>Sowmya Ragh Graduate Student, Director of Makerspace, Engineering and Computing</td>
<td>Kimberly Taylor Assistant Professor, College of Nursing</td>
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</table>
Instructional Design Services

Our Instructional Design team can help you create highly engaging, effective courses focused on student learning experiences – in any delivery format! Contact us at sc.edu/cte to schedule a consultation. We're here to help!

INSTRUCTIONAL DESIGN

Creating highly engaging classes takes planning. CTE’s Instructional Design Team can assist you in:

• Designing detailed and organized syllabi
• Planning highly engaging student learning experiences
• Developing course outcomes and objectives
• Creating easy to navigate and accessible courses
• Incorporating multiple methods to check student learning
• Selecting impactful tools
• Engaging your students
• Tips for course management

Let us help you steer clear of frustrations and technical pitfalls, and free you to concentrate on what you do best - teach your course.

UPCOMING SHORT COURSE

CTE’s instructional designers offer short courses to support your professional development.

Technology for Online Teaching and Learning

The focus of this 6-week online course is on integrating technology for online course delivery to transform learning environments. As a student in this asynchronous online Blackboard course, you will be introduced to the how, when and why of technology use in the online learning environment.

Application Deadline: Sunday, October 23, 2022

ONLINE FACULTY TOOLBOX

As you prepare your online course, you have a wide variety of resources available to help you design, develop, and deliver your course. The Online Teaching Faculty Toolbox is broken into eight sections with links to quality standards for online courses, tips, best practices, strategies, support, and resources that will help you deliver an effective online experience to your students.

WHAT FACULTY ARE SAYING

“Your great flexibility in responding to our needs and the excellence of your work with our faculty contributes immeasurably to our capacity to teach. The CTE is a treasure. Thank you!”

INSTRUCTIONAL DESIGN TEAM

Aisha Haynes
Assistant Director
haynesa@mailbox.sc.edu

Gloria Washington
Instructional Designer
thomasgy@sc.edu

Casey Carroll
Instructional Designer
carrolca@mailbox.sc.edu

SCHEDULE A CONSULT

Contact the Center for Teaching Excellence at cte@sc.edu to schedule a one-on-one consultation appointment with an instructional designer to discuss your unique course needs.
## Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3:05 - 3:45 pm</td>
<td><strong>Oktoberbest Celebration Reception</strong></td>
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<tr>
<td></td>
<td>Eastview Room, Room 841</td>
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<tr>
<td></td>
<td>Reception Sponsored by Anthology</td>
</tr>
<tr>
<td>3:45 - 4:15 pm</td>
<td><strong>Oktoberbest Closing Plenary</strong></td>
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<td></td>
<td>Lumpkin Auditorium</td>
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<td></td>
<td><strong>Door Prizes!</strong></td>
</tr>
</tbody>
</table>
Heart for education. Eyes on the future.

anthology.com
INFORMATION TABLES

1. Center for Teaching Excellence
2. eLearning Services, Division of Information Technology
3. Anthology
4. UofSC Colleges and Offices Handouts
5. The Public Heritage Lab (Dr. Kelly Goldberg)
6. Virtual Reality Demonstration
VIRTUAL REALITY LAB

Innovation Station

VIRTUAL ENVIRONMENTS TECHNOLOGIES

If you are interested in implementing virtual reality, augmented reality and/or 360° videos into your curriculum, the Center for Teaching Excellence has the technology available that you can checkout to get started. We also have a Virtual Reality Lab, Innovation Station, where you gain interactive experiences with virtual environments technologies.

Available equipment includes:

- Garmin VIRB 360° cameras
- GoPro Max cameras
- HTC Vive Pro headsets
- Oculus Quest headsets
- Dell laptops (Capable of running Vive Headsets and editing 360° video)

VIRTUAL ENVIRONMENTS ASSISTANT

If you are new to these technologies, the Center for Teaching Excellence has a Virtual Environment Assistant to help you learn to use the technologies. Our Virtual Environment Assistant researches best practices for implementing virtual reality in the classroom, virtual reality apps to use for educational purposes, and new and emerging virtual technologies. The assistant can assist in finding virtual reality apps that are best suited for your class and help in the implementation process.

During Oktoberfest, meet CTE's Virtual Environments Assistant Garrett Dawson in Executive Room I (837) for an interactive demonstration of the Oculus Quest virtual reality (VR) headset. You will have an opportunity to engage with various VR apps. Garrett can help you brainstorm ways to add VR to your course and assist you with finding apps in your discipline. Garrett will be available from 10:00 am – 2:30 pm.

VIRTUAL REALITY SHOWCASE

If you are interested in implementing virtual reality, augmented reality and/or 360° videos into your curriculum, join us at the Center for Teaching Excellence for an interactive Virtual Reality (VR) showcase on Wednesday, November 9 from 10 a.m.-12 p.m. You will have an opportunity to explore the possibilities of VR in learning environments and various apps from different disciplines.

COMMUNITY OF PRACTICE

CTE sponsors a Virtual Environments Community of Practice that meets monthly to discuss ways to bring virtual environments technology into teaching and learning environments at UofSC. Meetings are open to faculty, staff and students. To join the interest group, please email the Center for Teaching Excellence at cte@sc.edu.

For more information on available virtual environments technologies, visit bit.ly/cte_virtual_reality.
Brandy Bryson, Ph.D., M.S.W.
Director of Inclusive Excellence, Center for Academic Excellence
Professor, Leadership and Educational Studies
Faculty in Residence, Black Male Excellence Initiative (BMEI) Residential Learning Community Team
Appalachian State University

Brandy Bryson, Ph.D., M.S.W. runs Inclusive Excellence Innovations, LLC. Dr. Bryson is a Professor of Leadership and Educational Studies at Appalachian State University. She is also the Director of Inclusive Excellence in Appalachian State’s faculty professional development center where she leads a team of 60 equity and inclusion faculty and staff on Inclusive Excellence efforts.

Dr. Bryson teaches undergraduate, graduate and doctoral level courses that prepare educators and educational leaders to advance diversity, equity and inclusion efforts in teaching and learning, scholarship, and leadership. As a national consultant, she works with a variety of institutions, organizations, and companies across the country, coaching senior leaders on leading diversity, equity, and inclusion (DEI) initiatives and facilitating workshops with people in a variety of roles.

For the last decade, she has created curriculum and delivered DEI presentations and leadership coaching on topics such as: the connection between DEI and academic excellence; growth mindset and diversity; the Big 8 Identities; culturally relevant decision making for leaders; sustained and intergroup dialogue; strategies for allyship; trauma-informed practice; developing inclusive cultures; and many more topics at a variety of institutions and organizations.

Dr. Bryson is a University of South Carolina alum where she received her Ph.D. in Social and Philosophical Foundations of Education.

**Keynote Address Abstract**

**Inclusive Teaching is Just Good Teaching! Possibilities for Our Disciplines, Our Students and Ourselves**

Research indicates that inclusive spaces for learning contribute to the success of all students and have the potential to close gaps in access for historically underrepresented groups. Greater access and success, then, contribute to retention of students in their majors and diversification of historically homogenous disciplines. This session explores situational factors in the learning environment, operationalizes inclusive teaching, and offers several tangible strategies for faculty and instructors.
INCLUSIVE EXCELLENCE EDUCATION

Inclusive excellence education sessions are designed to help individuals and teams deepen their knowledge and understanding of leveraging diversity, equity and inclusion through education and lived experiences and applying those skills to action.

SINGLE DAY SESSIONS

Ouch! That Stereotype Hurts
Length: 90 minutes
Fosters an environment of courageous conversations and respect while creating an opportunity for meaningful dialogue using a common language to speak up against stereotypes, bias and disrespect.

Let’s Get It! Inclusive Excellence Thought Pad Education
Length: 90 minutes
The Inclusive Excellence Thought Pad is a tool to help create a team that values what each member brings to the table. Understand how inclusive and diverse thinking while creating equity in the workspace can empower and support those around you.

What’s Your Story
Length: 2 hours
Who you are matters! Writing and telling your story/stories takes courage. Learning about yourself requires vulnerability and honesty as you might discover secrets, stereotypes, values, inequities, bullying, new family history, celebrations, biases, privileges and traditions.

Let’s Connect the Dots! DEI in Global Education
Length: 90 minutes
Provides a framework to connect the dots between diversity, equity, inclusion and global learning by acknowledging individual cultural awareness.

Creating Your Own Intentional Inclusive Excellence Action Plan
Length: 90 minutes
You will use your story to create an intentional inclusive excellence plan using the following DEI education principles inclusive growth mindset, inclusive practices, inclusive culture and belonging and inclusive leadership.

Train the Trainer
In our Train the Trainer session, you will learn how to effectively educate others to deliver high-quality workplace diversity, equity and inclusion education that leads to inclusive excellence outcomes.

803-576-7666
ODEI@mailbox.sc.edu
bit.ly/UofSCIEE
## Concurrent and Lightning Round Sessions

### Concurrent Session I – 10:15 - 10:45 a.m.
- Breaking Barriers: Inclusive Faculty Interviews Toward Enhanced Community Building
- Grounded Pedagogy: Engaging DEI Where We Live
- Making Online Group Work Gratifying – Yes, It’s Possible!
- Learning Enhancement Labs: Building the Bridge from Theory to Practice

### Lightning Rounds Session I
- Knowledge Gaps and the Battle to Fill Them
- Staging a Championship: Enhancing Industry Immersion and Experiential Learning

### Concurrent Session II – 10:55 - 11:25 a.m.
- Creating Inclusive Classroom Cultures: Actively Assessing and Advancing Intercultural Competence
- Entrepreneurs On Site
- Lecture Capture with Panopto
- Preventing Online Burnout During an Ongoing Pandemic

### Lightning Rounds Session II
- Purposeful Padlets: Engaging Students With Virtual Bulletin Boards
- Academic Integrity Through a Multicultural Lens
- Fostering CARE Action Researchers

### Concurrent Session III – 11:35 a.m. - 12:05 p.m.
- Tangible Strategies for Inclusive Teaching: A Deeper Dive
- Assuming the Role: Using Role-Playing Games in the Classroom
- Provide Your Students with an Ultra Fine Experience: Moving from Blackboard Original to Ultra Course View

### Lightning Rounds Session III
- Experiential Learning by Building Real-World AI Systems
- Creating Sustainable and Meaningful Course Final Projects
- Using Virtual Reality to Enhance Empathy

### Concurrent Session IV – 1:15 - 1:45 p.m.
- Frustrated That Students Seem to Pay More Attention to Their Phones Than You? How Can We Help Their Brains?
- 360° Video as Both Education Technology and Subject in New Media Documentary
- Blackboard Ultra Course View Roadmap and Q&A
- Presenting Counter-Narrative and Co-Creating Knowledge with Students

### Lightning Rounds Session IV
- Simple Strategies to Minimize the “I Do Not Know Where to Start” Problem
- Asset-Based Pedagogy to Promote First-Generation College Students’ Academic Performance
- Investing in Students as Professional Peers
QUALITY STANDARDS FOR ONLINE COURSES (QSOC)

Are you designing an online course or reviewing an existing course? Are you an Instructional Designer assisting faculty with the design of an online course or reviewing an existing course? Or perhaps you’re a departmental unit conducting an internal peer review of existing online courses. Based on nationally recognized standards, the Quality Standards for Online Courses (QSOC) will provide you with a checklist and guidance for designing or revising quality online courses.

The standards can be used in a variety of ways, including, but not limited to:

- Faculty conducting a self-review of their course.
- Faculty designing their online courses.
- Instructional Designers assisting faculty with designing courses.
- Instructional Designers conducting a review of a course.
- Internal peer reviews by units.

For more information, visit bit.ly/cte_qsoc.

ONLINE TEACHING FACULTY TOOLBOX

As you prepare your online course, the Center for Teaching Excellence has created an Online Teaching Faculty Toolbox with a wide variety of resources available to help you plan, build, and deliver your course. The toolbox is broken into eight sections with links to tips, quality standards, best practices, strategies, support, and resources that will help you deliver an effective online experience to your students. Visit bit.ly/online_teaching_faculty_toolbox for more information.

sc.edu/cte
## Concurrent and Lightning Round Sessions

### Concurrent Session V – 1:55 - 2:25 p.m.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Paradox of Power for Graduate Teaching Assistants</td>
<td>33</td>
</tr>
<tr>
<td>Beyond Compliance: Centering Disability in the Classroom</td>
<td>33</td>
</tr>
<tr>
<td>Use Self-assessment to Enhance Active Learning</td>
<td>33</td>
</tr>
<tr>
<td>Oh Snap! An Adventure in Creating and Implementing Educational Snapchat Lenses</td>
<td>34</td>
</tr>
</tbody>
</table>

### Lightning Rounds Session V

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Public Heritage Lab: Incorporating Digital and 3D Technologies to Enhance Learning and Public Engagement</td>
<td>34</td>
</tr>
<tr>
<td>UofSC Women Makers: Creating an Inclusive Experiential Learning Environment</td>
<td>35</td>
</tr>
<tr>
<td>Meet the SC BUG! (Blackboard User Group)</td>
<td>35</td>
</tr>
</tbody>
</table>

### Concurrent Session VI – 2:35 - 3:05 p.m.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Good Life: How to Reduce Over-teaching</td>
<td>35</td>
</tr>
<tr>
<td>How to Create an Escape Room</td>
<td>36</td>
</tr>
<tr>
<td>Ally: Accessibility Features Built into Blackboard</td>
<td>36</td>
</tr>
<tr>
<td>Understanding Rate My Professor and Your Students</td>
<td>36</td>
</tr>
</tbody>
</table>

### Lightning Rounds Session VI

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing Assignment Clutter in Blackboard</td>
<td>36</td>
</tr>
<tr>
<td>Elevate Student Learning Experience Using This FREE Resource</td>
<td>37</td>
</tr>
</tbody>
</table>
Through the efforts of the Office of Distributed Learning (ODL) and the Center for Teaching Excellence (CTE), the University of South Carolina is now a member of the Online Learning Consortium (OLC). OLC is a collaborative community of higher education leaders and innovators dedicated to improving best practices for quality online learning. Faculty, staff, and students from the Columbia, Palmetto College, and School of Medicine campuses are invited to create an account to access a variety of resources including:

- Free Webinars (Live and Recorded) on online higher education topics
- Interactive OLC Quality Scorecard for evaluating your online programs
- Online Learning Journal, an open, peer-reviewed, quarterly journal
- OLC Insights, member blog featuring new ideas, innovative perspectives, and personal stories from OLC members and leaders in the field

Individuals who create an account are also eligible for member pricing on OLC workshops, teaching certificate programs, mastery series programs, and conferences and events.

How do I access my OLC Institutional Membership benefits?

You must use your UofSC email address to access benefits.

- Create a free OLC user account (https://my.onlinelearningconsortium.org/)
- During the account creation process, you must choose “Allow” when asked to allow access. Allowing access is one OLC system asking you to allow that OLC system to share your information with other internal OLC systems. It is for OLC purposes only.
- Once you create your account you will be automatically logged in and sent an email with a link to access your account.
- Once logged in, the system will now recognize you as a member and you can use your OLC Institutional member benefits.

ODL and CTE are excited to offer this membership to UofSC faculty, staff and students. If you have questions about UofSC’s OLC membership, contact Trena Houp at thoup@sc.edu.

TESTIMONIALS

“The Quality Scorecard is grounded in research, best practices, and expert opinion, so I know the University is well-served by implementing the self-assessment process and demonstrating our continuous improvement processes and outcomes to accreditors.”

Debbie Thorne, Associate VP for Academic Affairs and Professor of Marketing - Texas State University

“The OLC program offers several courses that are designed to support you in real-time. My experience has been one where my current work was enhanced by OLC in a lock-step fashion. All instruction matched my real-time work needs.”

Omar Harbison, Instructional Design and Technology Specialist, Clark Atlanta University
Breaking Barriers: Inclusive Faculty Interviews Toward Enhanced Community Building

Kristen Hogan, Instructor, Biological Sciences
Amanda Ziegler, Director of Undergraduate Studies, Biological Sciences

Numerous studies have repeatedly emphasized the importance of integrative and experiential learning in higher education. Students succeed at higher rates when they’re a part of a community, an active member of a thriving group. In this session, we demonstrate our efforts to enhance experiential learning through the creation and implementation of a Beyond the Classroom (BTC) experience involving interviews of faculty members in our department. We implemented this BTC experience in the newly created genetics lab in which students are taught various laboratory techniques and then reach out to faculty members involved in genetics research. Students are encouraged to develop their own interview questions while we provide an established list of questions, many emphasizing the importance of representation, diversity, and lived experiences of the faculty member. Students are often intimidated by interactions with faculty, and our BTC experience was crafted to breakdown these barriers and help our students realize their essential role in our departmental community. In this session, we'll explore the importance of integrative and experiential learning, what are power barriers and how to minimize these barriers that may impede a student's sense of belonging in their field, and lastly, we'll demonstrate how we carefully crafted our BTC experience. We'll also showcase some student products and highlight lessons learned in creating this BTC experience. Overall, creating and implementing this BTC experience has not only enriched our sense of community, but helped our students feel even more at home.

Grounded Pedagogy: Engaging DEI Where We Live

Madalyn Wasilczuk, Assistant Professor, School of Law

Even in classes that discuss inequality and seek to center antiracism, the struggles outside our front door seem distant to some students, while others feel frustrated with pedagogy that feels disconnected from their lived experience. Grounded pedagogy seeks to provide local context to wider struggles and bridge the gap between students with disparate experiences. Grounded pedagogy involves three components: it is located in the university's built environment, it is supported with data, and it links past and present. I use grounded pedagogy in the context of a law clinic that serves children charged in Family Court in Columbia, though it could be applied in any course that engages with issues of inequality and seeks to broaden students' understanding of social justice. Grounded pedagogy guides students to understand the social context of the Columbia community without pathologizing it, which often occurs when students seek to understand clients and their cultures untethered from specificity and historical perspectives. This context is particularly important for students who resist notions of systemic racism or oppression and in political environments that currently want to curtail discussion of those issues. In this presentation, I will draw on my experiences as a clinical law professor to demonstrate how a richer understanding of the local context of the clients we serve can help students think beyond silos and better understand wider struggles from justice.

Making Online Group Work Gratifying – Yes, It's Possible!

Joan Creed, Associate Professor, College of Nursing
Vera Polyakova-Norwood, Director of Distributed Learning, College of Nursing

In this session, we will describe the implementation of a three-stage model for successful group processes (Shimazoe & Aldrich, 2010) in an asynchronous online course for undergraduate nursing students and share the evaluation results. The model identifies students' needs and concerns at different stages of group work and provides instructors with suggestions for addressing them. We modified the model to reflect specifics of the online environment. At the end of the course, 135 students completed an evaluation survey. Most students described their group work experience as positive and enjoyable. Students reported learning a wide range of teamwork skills and they all recognized that these skills are directly applicable to their future nursing practice. Value: Teamwork skills are important workplace competencies for many professions. Teaching these skills can be extremely challenging, particularly if your course is
Making Online Group Work Gratifying – Yes, It's Possible! (cont.)
delivered online. We searched for a model or framework that could help us alleviate student and faculty concerns over group work in the classroom and online. And we found it! Relevance: After this experience, we are convinced that it is possible to make online group projects successful and gratifying for students with appropriate evidence-based course design and carefully planned facilitation of group processes. This teaching strategy can be replicated in other disciplines and with different student populations. We submitted a manuscript for publication and we would love to share our story with UofSC colleagues at Oktoberbest 2022.

Learning Enhancement Labs: Building the Bridge from Theory to Practice
Adam Englert, Behavioral Health Research Associate, College of Social Work
Melissa Reitmeier, Clinical Professor, Director of Field Education, College of Social Work

Awareness and reflective thinking are major contributors to hands-on learning (Taylor, 2012, 2017; Layne et al., 2014) which is difficult to relay formally in experiential education. As a result, and due to the pandemic, several learning enhancement labs (LEL) were developed to bridge the gap between theory and practice. LELs were developed in several key areas, such as mindfulness, emotion regulation, building rapport and neuroscience and mood. More recently, a LEL is being developed to address professional judgment. This session will focus on how to build a LEL, identifying the key components and how to build in application to experiential courses. Students seek higher education to help enhance their professional development and prepare them for work in their respective discipline. An addition, like a LEL, bridges necessary gaps in theory to practice, increases accessibility, can be made asynchronous, and formatted as an assignment to an experiential course. Also, LELs have been found to better prepare students entering the workforce, and from a student perspective, increases confidence and competence in social work practice (Englert, Reitmeier, Pitner, 2022). This session may inspire similar approaches to devising and implementing learning outcomes through LELs in different departments across the University, especially those that have practicum courses such as in psychology, education, nursing, business, and law. This may also enhance student understanding and confidence to enter the workforce.

Lightning Rounds Session I

Knowledge Gaps and the Battle to Fill Them
Atticus Wolfe, Doctoral Student, Sociology

Gender minoritized educators often face additional barriers in positions of authority. In the classroom, gender minoritized educators are challenged to facilitate intersectional, nuanced understandings of politicized topics such as gender, sex, race, ethnicity, class, and ability status. While persisting social inequalities have always been controversial, recent rising criticisms of research and the scientific process have made teaching these topics in accurate and meaningful ways difficult, especially for educators who are transgender, intersex, and/or nonbinary. This talk encourages strategies that facilitate teaching through critical analysis of sources, data, data analysis, and data interpretation. I outline four limitations to current gender and sex research that educators can effectively leverage to facilitate critical thought about gender and sex as social constructions, societal inequity, and sociopolitical critique in classrooms:

1. The conflation of gender and sex as a measurement error that highlights lessons of the dangers of erasure;
2. Imposing a false binary to illustrate the social construction of identity as well as the fluidity of categorizations moving through time and place;
3. Poor operationalization of sex and gender which emphasizes the importance of grassroots autonomy, use of community-based participatory research methods, and embracing the evolution of queer and feminist theory for more accurate data conceptualization; and
4. Assuming hegemonic normatives about sex and gender than contribute to the reification of gender and sex—based discrimination and bias.
Finally, this presentation will discuss how educators can effectively use research that perpetuates gender and sex biases as a teaching tool.

**Staging a Championship: Enhancing Industry Immersion and Experiential Learning**

John Grady, Professor, Sport & Entertainment Management

This lightning session provides a snapshot of the development of an experiential learning opportunity where sport and entertainment management students volunteer as event staff in event security and customer service professional roles at elite sport tournaments and special events, such as the Ryder Cup, NCAA Final Four, Kentucky Derby, and the Masters. At each high-profile sport or entertainment elite event, students work closely alongside industry professionals in a direct mentorship role to gain new skills in event and risk management procedures, as well as see how their classroom learning can be applied in the field. This allows them to gain an early career immersion and a realistic job preview about working in this industry.

Learning through doing by working events has been a successful approach for SPTE students, and these intentional efforts by SPTE faculty in developing them for students’ benefit are consistent with pedagogical best practices for teaching event risk management concepts and related practical skills. The uniqueness of enabling the students to work at these world class sport events means they are learning from the best in the business but also in a highly competitive environment during the sport or entertainment event, which is similar to the work environment they will soon face as young professionals.

This career preview helps students to shape their future career path as well as in selecting an internship prior to graduation. The overarching goal of this session is to highlight efforts within the Department of Sport and Entertainment Management (SPTE) to enhance experiential learning opportunities through short-term volunteer experiences with industry partners, in order to gain new skills and to also help define their internship and early career trajectory. The information provides an exemplar for how experiential learning can be meaningfully integrated within one academic department.

**Concurrent Session II – 10:55 - 11:25 a.m.**

**Creating Inclusive Classroom Cultures: Actively Assessing and Advancing Intercultural Competence**

Deborah Hazzard, Clinical Associate Professor, Associate Dean of Diversity and Inclusion, Darla Moore School of Business

We are excited to share insights and data from our pilot program aimed at assessing and advancing intercultural competence using the Intercultural Development Inventory (IDI) tool. Intercultural Competence has emerged as a core competency for the 21st century, and we believe that use of the IDI represents a developmental approach to building best practice inclusion and diversity strategy that is transformative, effective and sustainable. Beginning in 2020, the Darla Moore School of Business (DMSB) Office of Diversity and Inclusion proactively sought to administer an Intercultural Development Inventory (IDI) assessment across diverse student populations as part of a pilot aimed at enhancing cultural competency, and thus inclusion, within and beyond the classroom, and ultimately in the global business environment.

Research supports the supposition that intercultural competence is a key factor in creating inclusive organization cultures. As such, we seek to assess and advance intercultural competence, informed by IDI data. The IDI is a valuable developmental tool that has proven useful in classrooms and businesses for effectively transforming cultures and informing leadership development processes.

This session can greatly improve our UofSC community via the enhancement of teaching through the transformation of syllabi, curricula and supplemental resources by faculty and instructors who are culturally competent and more personally aware. It can enhance the learning environment because culturally competent students broaden and shift their personal perspectives, elevate and amplify historically excluded voices and perspectives while holding space
Creating Inclusive Classroom Cultures: Actively Assessing and Advancing Intercultural Competence (cont.)

for diverse insights and experiences. Additionally, culturally competent students tend to approach differences with a learner mindset versus viewing differences through a xenophobic lens. Ultimately, this session can help the UofSC community continue making strides towards a more inclusive campus environment in which everyone feels visible, valued, respected, has a sense of belonging and is able to thrive regardless of their background or identity!

Entrepreneurs On Site

Kasie Whitener, Program Director, Lecturer, Management, Darla Moore School of Business
Jeff Savage, Assistant Professor, Management, Darla Moore School of Business

Entrepreneurs continually say there’s no substitute for experience, and our approach to teaching and fostering entrepreneurship through the Faber Center and the Management Department is to immerse our students in “on site” learning. We invite entrepreneurs into our space to speak and coach; we send students out into entrepreneurial meet-ups to learn from conversations; we assign students to off-campus projects to assist real-world companies pursuing real innovation goals. Description: The variety and structure of our IEL experiences in the entrepreneurship concentration in the Management Department at the Darla Moore School of Business

- Value: Provides examples of stretching learning off-campus and engaging community opportunities for supplemental learning experiences
- Relevance: Spurs ideas for engaging community organizations to supplement campus resources and immerse students in the off-campus environment for a wider lens and enhanced world view.

Lecture Capture with Panopto

Michael Brown, eLearning Specialist, eLearning Services, Division of Information Technology
Elvin Boone, eLearning Specialist, eLearning Services, Division of Information Technology

Panopto is a lecture capture and storage system that is fully integrated with your Blackboard courses. Panopto allows you to easily create, edit, and store videos online, then link or embed them directly into your Blackboard courses. A robust system, Panopto offers recording and editing from your web browser or a downloadable application. Features such as sharing documents and images, knowledge-check quizzes, searchable video, and captioning allow you to enhance the on-demand lecture experience for your students.

Preventing Online Burnout During an Ongoing Pandemic

Haidy G. Diaz, Graduate Student, Language and Literacy
Hector L. Diaz, Graduate Student, Educational Leadership & Policy

We will present distributed and online learning experiences as students and share best practices or strategies that support noncentralized learning environments that occur independent of time and space. Our presentation will include effective course design for distributed and online learning. We plan to speak about the future of distributed and online learning that may include social media platforms such as Twitter, TikTok and Instagram, the use of technology that supports effective learning online, developing active student engagement, and effectively incorporating pedagogical strategies into distributed and online courses.

Our session is about preventing online burnout during an ongoing pandemic. We will be providing suggestions and practical advice on effective teaching practices to prevent burnout for both students and teachers. Examples include encouraging student to ask for extensions on assignments and planning for allowing them, meeting with students to discuss and provide reassurance via talking, encouraging peer mentorship (placing a student with another peer to talk, to be an ear, share pick-you-up phrases like ‘you got this, its ok to take a day off (to help students realize that they’re
not the only person going through this), encourage less assignments (more time to self-reflect), provide realistic due dates, shortened page requirements, less readings, no discussion posts due every week (maybe every other week) and fewer replies).

This content matters because teachers will learn to foresee structural burnout-inducing expectations and replace them with expectations that are diverse, and that encourage unexpected critical thinking & learning skills. This session will improve teaching and learning at the University of South Carolina by teaching empathy and in being empathetic toward students and their learning, teachers are also being empathetic to themselves and their teaching methods.

Lightning Rounds Session II

Purposeful Padlets: Engaging Students With Virtual Bulletin Boards
Melanie Ward, Graduate Assistant, Ph.D. Candidate, Darla Moore School of Business

This session is about using the educational online tool called Padlet, which allows students to use their devices to contribute to class discussions. Padlet can be used to engage students in the course's content in a variety of ways. For example, if professors want their students to think critically about a topic or brainstorm ideas, each student can post a virtual sticky note to the virtual bulletin board (i.e., Padlet) for all to see and discuss. Professors have the option of approving sticky notes before they can be viewed by students.

The tool can also be used as a quick formative assessment to gauge understanding of a topic and for many other ways to engage students in the classroom. In this session, I will be discussing how professors can incorporate Padlet in a classroom setting and will have the participants use Padlet to brainstorm more ideas of how Padlet can be used specifically for their course content. This tool is useful for students and professors as it can be used for multiple modalities (whether in person or online). The tool also allows professors to hear from students who are less vocal in classroom discussions or who prefer to express themselves in writing versus speaking. This tool is also an effective hands-on activity that will keep students engaged. Thus, I believe this session and this resource is useful for the UofSC community.

Academic Integrity Through a Multicultural Lens
Jennifer Marler, GTA/Instructor, History

Awareness of multicultural differences in academic integrity can better prepare instructors to assist international students in avoiding violations. In an open-access era, rates of academic dishonesty have risen, with a slightly higher incidence among international pupils (Fass-Holmes, 2017). However, with some international students, first infractions are rarely intentional. While some may plagiarize due to fear of inadequate linguistic proficiency, many do so because they have not been introduced to standards of academic integrity at US universities. Scholarly research has revealed that plagiarism among international students can often be the result of cultural influences (Hayes & Introna, 2005). For instance, textual copying is not deemed an ethical violation in some East Asian cultures, especially those with strong ties to Confucianism (Amsberry, 2010).

Because stakes are high, with violations resulting in probation or expulsion, international students should be given more resources and tools through orientation or within their first week of classes. One mitigation practice would be the creation of a writing website catered to international students, which some universities have in place. An example of such a site, from the University of Kansas, will be explored for participants. Furthermore, teaching academic integrity through the curriculum has proven effective at decreasing plagiarism and should be considered by instructors, especially those with a higher percentage of international and first semester students (Davis, 2022).

I will provide a short sample activity, so that instructors have at least one easily accessible lesson they can incorporate into their own practice. Another technique that instructors might find useful is allowing students to submit practice essays and...
permitting them to view their SafeAssign report before submitting major assignments. This preemptive instead of reactionary measure can lead to a safer and more inclusive learning environment for new international students.

**Fostering CARE Action Researchers**

Hengtao Tang, Assistant Professor, Educational Studies

This session will focus on instructional practices of integrating educational technology tools to engender course improvements aligned with the C.A.R.E. framework, i.e., fostering Competent, Adaptive, Reflective, and Empathetic learners. Specifically, the proposed improvements are in four aspects. The first goal was to reinforce students’ competence by creating a knowledge-building community. Knowledge-building, “the creation of knowledge as a social product” (Scardamalia et al., 2009, p. 8), integrates group cognition (Stahl, 2006) and collective cognitive responsibility (Scardamalia & Bereiter, 2006). By engaging students in social dynamics and metacognitive activities, the collective efforts allow students to increase their academic literacy (Zhao & Chan, 2013).

The second goal was to strengthen students’ adaptability by implementing active learning strategies in online settings. Active learning engages students in learning, using inquiry learning, peer teaching, and authentic scenarios, which promote analysis, synthesis, and evaluation of class content (Meyers & Jones, 1993). Moreover, the use of active learning strategies allowed students to apply concepts/knowledge in authentic cases and reinforce their professional resilience and adaptivity.

The third goal was to enhance students’ reflections by providing question prompts in a reflective environment. Reflection is a required cognitive process that forms a new insight of resolving personal difficulty by original interpretations of critical experience (Kanthan & Senger, 2011). Especially in complex cases, reflection enables people to make insightful decisions based on a critical analysis of original thoughts and personal experience.

The fourth goal was to build students empathy with their local context by engaging them in the design thinking process. Empathy has been increasingly important for educators in the current era. The instructional practices followed design thinking approach, including empathy, defining, ideation, prototyping and evaluation. The iterative cycles of design thinking practices allowed students to develop empathy with their current settings and develop appropriate action plans.

**Concurrent Session III – 11:35 a.m. - 12:05 p.m.**

**Tangible Strategies for Inclusive Teaching: A Deeper Dive**

Brandy Bryson, Director of Inclusive Excellence, Professor, Center for Academic Excellence, Appalachian State University

Building upon the keynote, this session takes a deeper dive into strategies for inclusive teaching. In particular, participants will examine the research on sense of belonging and its correlation with student academic success, retention in the major, and new scholars in the field. Strategies will be shared for diversifying the classroom and curriculum and utilizing transparency as inclusive teaching. Activities for inclusive teaching and inclusive syllabi development will be shared.

**Assuming the Role: Using Role-Playing Games in the Classroom**

James Risk, Instructor, History
Madeline Steiner, Post Doctoral Fellow in Founding Documents, History

One of the struggles in teaching is engaging students in a manner that facilitates active learning and long-term retention. This proposal aims to share insights gleaned using the Reacting to the Past role-playing series in the classroom. We hope to make two contributions to the symposium. The first is to engage participants in a conversation about classroom challenges and opportunities presented by using role-playing games in the curriculum. The second is to provide participants with evidence of student engagement and long-term retention through pre-recorded responses.
A Symposium on Teaching
2022

from actual students who participated in the Founding Documents role-playing games during the 2021-2022 academic year.

Provide Your Students with an Ultra Fine Experience: Moving from Blackboard Original to Ultra Course View
Katie Vaughan, eLearning Consultant, eLearning Services, Division of Information Technology
Chris Brown, eLearning Consultant, eLearning Services, Division of Information Technology

In this panel discussion, we will share different points of view about making the switch from Blackboard Original to Ultra Course View. Participants will hear from their peers about what the transition was like both for them and for their students. Value: Instructors can use Blackboard Ultra Course View to improve the student experience and create a more consistent and intuitive interface. Relevance: Blackboard Ultra Course View can make courses more engaging which improves the experience for both instructor and student. Once instructors are able to reimagine their courses in the new view, it quickly becomes more intuitive and simpler to navigate.

Lightning Rounds Session III

Experiential Learning by Building Real-World AI Systems
Pooyan Jamshidi, Assistant Professor, Computer Science and Engineering

In this session, I will present my observations and the lessons learned in implementing project-based experiential learning in CSCE 585: Machine Learning Systems (https://pooyanjamshidi.github.io/mls/). This is a course that I designed myself from scratch when I joined UofSC. When we talk about Artificial Intelligence (AI) or Machine Learning (ML), we typically refer to a technique, a model, or an algorithm that gives computer systems the ability to learn and reason with data. However, there is a lot more to ML than just implementing an algorithm or a technique.

In this course, I teach the fundamental differences between AI/ML as a model versus AI/ML as a system in production. This is a project-based course where students form a small team of 2-3 students and build a real-world AI/ML system. The lessons learned that I discuss in this session may be helpful for other colleagues in implementing a project-based course. I would also like to get feedback from my colleagues to improve the quality of the course.

Creating Sustainable and Meaningful Course Final Projects
Shea Ferguson, Graduate Student, Educational Psychology & Research

EDRM 423, Introduction to Classroom Assessment, is a required course for all pre-service teachers. There are multiple sections (both face-to-face and online) offered each fall and spring semester. Ensuring that the College of Education's pre-service teachers have a firm grasp of assessment is critical to their future success. Receiving a grant from CTE allowed me to develop a meaningful final project to be used in the course.

The final project for EDRM 423 is meant to help build students confidence in their ability to assess. Additionally, it was modeled after what is needed for certification on the Praxis exam. Students will work in a group and each group will be assigned a topic to review. They are asked to create an online poster summarizing their topic, create 5 practice questions to share with peers, and participate in a roundtable discussion. Each group will have a chance to lead the discussion and ask questions to spark conversation and critically think. Not only are students learning information for the Praxis, but they are building their own teaching skills and creating assessment questions allowing them to practice the skills developed during the course.

This presentation will focus on the importance of creating a final project that aligns with course goals and is also meaningful and sustainable. I will also discuss tips and tricks, pitfalls to watch out for and best practices. Although this is the specific project developed for EDRM 423, through this presentation I will share how this can be expanded to be used in other courses. This will directly benefit instructors, as it will help them think through their current processes. Improving course final projects to be more meaningful and useful will directly benefit teaching and learning at UofSC.
Using Virtual Reality to Enhance Empathy
Deborah Hazzard, Clinical Associate Professor, Darla Moore School of Business
Casey Carroll, Instructional Designer, Center for Teaching Excellence

Did you know that the positive effects of traditional diversity training focused on discrimination and harassment only last a few days? In addition, these trainings do not even adequately address the prevailing issue of unconscious bias (Dobbin & Kalev, 2016; Chang et al., 2019). This session provides a brief overview of student-centered Virtual Reality (VR) training efforts at the Darla Moore School of Business (DMSB), in close collaboration with the UofSC Center for Teaching Excellence (CTE).

Business schools play an integral role in society by preparing students to effectively engage in the global business environment, exposing them to relevant content, and providing practical experiences and insights for the workplace and beyond. It is extremely important for our students to have a heightened level of personal awareness relative to their biases, have frameworks to disengage from bias personally, and strategies to interrupt bias when they observe or experience it. To achieve this, we strive to “make the unconscious conscious” through highly impactful virtual reality (VR) experiences that aim to enhance empathy, encourage perspective-shifting and advance inclusion within DMSB, the global business environment and beyond.

The experience begins with a facilitated discussion of empathy, its emergence as a critical leadership competency, and its relationship with power. Next, they engage in individual VR experiences, followed by a reflection on the impact of the experience through thoughtful responses to short prompts. Students reported feelings of extreme gratitude, greater empathy, and heightened levels of personal awareness.

This session will improve teaching and learning by sharing innovative training insights for instructors to provide student-centered, hands-on experiences that can transform individuals and organizational cultures and help make strides towards a more inclusive campus environment in which everyone feels visible, valued, respected, has a sense of belonging, and is able to thrive regardless of their background or identity!

Concurrent Session IV – 1:15 - 1:45 p.m.
Frustrated That Students Seem to Pay More Attention to Their Phones Than You? How Can We Help Their Brains?
Jessie Townsend, Coordinator for Student Conduct and Academic Integrity, Office of Student Conduct and Academic Integrity
Alisa Liggett, Executive Director of Student Conduct and Academic Integrity, Office of Student Conduct and Academic Integrity

Technology misuse in the classroom has become so pervasive that we must rethink whether our energies should be spent fighting it or whether to work with students on a new paradigm. Yet struggles around technology are also the most obvious symptom of a much larger problem of many students’ inability to focus and the value many of them hold for multitasking. Based on the recent text: Distracted: Why Students Can’t Focus and What You Can Do About It by James Lang, this break-out session will address the pervasive problem of distracted students, including how to use research on the effects of the technology students use as a distraction (cell phones), or as classroom tools (laptops).

Lastly, in this presentation, attendees will explore the various methods of how to foster better attention from students in the classroom and begin to “shift our thinking away from preventing distraction” (Lang, 2021).

360° Video as Both Education Technology and Subject in New Media Documentary
Chaz Evans, Assistant Professor, Media Arts

This session will introduce 360° video in the larger context of new media art and its integration in the classroom (planned for the upcoming MART course 590 New Media Documentary). The presentation will first describe the core elements of the course that correspond to one of two learning modes: 1) hands-on tutorial with 360° video equipment
and editing software or 2) readings, screenings, and demonstrations of multiple works of new media documentary (some of which are 360° video-based and many of which represent several other new media documentary genres).

This bivalent theory-practice learning structure of the course will be unpacked as an example of a specific approach to education technology: that it is both a tool for classroom learning but is also the subject of study which demands understanding in a larger cultural, historical, or theoretical context. As a perspective this structure maintains that emerging technology in the classroom is neither neutral or invisible nor is it ever truly seamless. Therefore, presenting the technology in a larger context of understanding provides a certain level of self-reflexivity on how technology is altering the learning process, as well as the work being produced by students.

As a conclusion to the presentation, I would also like to run a live demonstration of Frame Switch, a 360° video-based VR documentary project that was created with this same self-reflexive attitude, that I have developed with a team of collaborators.

Blackboard Ultra Course View Roadmap and Q&A
James Campbell, eLearning Consultant, eLearning Services, Division of Information Technology
Eric Gudmundson, Client Experience Manager, Anthology

Blackboard Ultra Course View is a simpler and more modern course experience for instructors and students. The workflows and tools are easy to find and use in the Ultra Course View. Instructors and students need little experience with Blackboard Learn to find and use the tools available to them, but customization options are slightly more limited than with Original courses in Blackboard. Presenters will talk about what to expect going forward with Blackboard Ultra Course View, highlighting new features and those expected in the next 1-3 months. Participants will have an opportunity to ask questions.

Blackboard Learn is widely used across UofSC’s campuses, so it is important to keep faculty abreast of upcoming changes and improvements. Attendees will also gain ed tech related insights through the Q&A and resulting dialogue after a short presentation. Instructors who have been interested in Ultra Course View but are hesitant to try it may realize that now is the time to try it out, whether it be through converting an upcoming course or playing in a sandbox course. Keeping up with new trends in the ed tech world can help faculty improve their course building and pedagogy skills as well as allowing them to better serve students where they are.

Presenting Counter-Narrative and Co-Creating Knowledge with Students
Vernon Turner, Doctoral Student, Graduate Research Assistant, Instruction and Teacher Education
Jeff Eargle, Clinical Assistant Professor, Social Studies Education

In recent years, political interests and scrutiny have attempted to shape and prohibit what is being taught in our schools and universities, specifically within classrooms that address issues of equity and power. Now more than ever, it is important that we teach students to engage their field’s content, both inside and outside the classroom. UofSC instructors can aid students in this process by co-constructing knowledge with students and teaching them to challenge dominant narratives within their field.

Drawing on the works of Freire (1970), Ladson-Billings (2003), and Woodson (2015), our presentation will cover the benefits of students co-constructing knowledge and engaging with counter-narratives. An example of how we have put this philosophy into practice will be included to model our method. First, our presentation will introduce attendees to the benefits of students co-constructing knowledge in their classroom based on Freire’s (1970) philosophy of critical pedagogy. Attendees will be introduced to the concept of critical pedagogy and given a summary of what the literature says about the benefits of co-constructing knowledge in the classroom. Next, we will introduce information on how both white students and students of color benefit from being introduced to counter-narratives that disrupt dominant narratives and deficit thinking. Attendees will be introduced to the benefits of how counter-narratives can disrupt
Presenting Counter-Narrative and Co-Creating Knowledge with Students (cont.)
narratives that perpetuate oppression, especially towards folks of color. Participants will then be paired or grouped to brainstorm how they could incorporate these methods into their own field. After small group discussion, we will discuss as a large group our new understanding of these methods. Overall, we hope participants take away how equity, justice, and critical thinking can be advanced in their respective fields by including the aforementioned methods in their own pedagogy.

Lightning Rounds Session IV

Simple Strategies to Minimize the “I Do Not Know Where to Start” Problem
Juan Caicedo, Professor and Chair, Civil and Environmental Engineering
Have you had students tell you “I am stuck. I have no idea where to start this problem”? In this lightning round session, I share why students get stuck when starting problems in a first-year engineering class. I will also share simple strategies that can be implement in class to mitigate this issue.

Engineering students receive an abundance of concepts, methods and procedures in any particular class. Often, only a few of those procedures apply to a particular problem, but student struggle to identify the correct ones. The issue is one of classification or categorization. First year students are not used to classifying problems within an engineering context and are often at a loss when starting to solve problems. Classifying problems correctly helps students focus on a few important concepts and procedures to draw a solution.

Asset-Based Pedagogy to Promote First-Generation College Students’ Academic Performance
Reena Viswanath, Assistant Professor, College of Education and Human Development, Augusta University
First-Generation college students are trailblazers of society. FGCS tend to come from lower socioeconomic backgrounds which require them to work while enrolled, thereby limiting their ability to engage in social and academic activities designed to promote academic success. Despite these obstacles FGCS still enroll in college representing nearly 60% of the undergraduate population. Unfortunately, FGCS do not graduate at the same rates as their peers. Given FGCS represent a rising demographic and are unable to succeed, it is imperative we not only identify this identity but celebrate and acknowledge the assets FGCS bring to our institutions, especially in our classrooms. By taking an asset-based approach in our classrooms we highlight FGCS strengths thereby increasing student confidence which can lead to better academic outcomes.

This session will invite instructors to consider implementing asset-based pedagogy in our classrooms to help first-generation college students succeed. We will accomplish this by first identifying general characteristics unique to first-generation college students. More specifically, we will identify assets FGCS bring to the classroom and discuss how we as instructors can help FGCS utilize these assets in achieving academic success. This will allow us to recognize and value the capital FGCS possess and consider implementing innovative effective classroom strategies. A brief introduction to asset-based pedagogy will be included as well to guide the discussion.

Investing in Students as Professional Peers
Ambra Hiott, Director of the Leadership and Service Center, Student Life, Student Affairs and Academic Support
Ambra Hiott will share how the Department of Student Life is building a professional peer program. This program is designed to connect student employees across the department through unified onboarding and training sessions grounded in leadership development, helping them reflect on their experiences and articulate how their learned skills translate to future career goals, and effectively communicate the Student Life experience and involvement opportunities for current and prospective students.
Why does this matter? We all need to think creatively about how to continue our mission serving students with less full-time staff. We have many talented and passionate students eager to get involved and give back. This approach, when translated across campus, equips our students to gain professional skills and serve our mission-critical purpose to get students involved and engaged during their time at Carolina.

Attending this session will give attendees ideas to consider different ways to approach how they recruit, select, and train students to expand how they work with departments across campus!

**Concurrent Session V – 1:55 - 2:25 p.m.**

**The Paradox of Power for Graduate Teaching Assistants**
Brandy Bryson, Director of Inclusive Excellence, Professor, Center for Academic Excellence, Appalachian State University

Building upon the keynote, this session is geared specifically toward Graduate Teaching Assistants (GTAs) and examines power dynamics in the classroom. As a former GTA, the facilitator shares personal experience framed by the literature on power and teaching while honoring that diverse identities matter. This session will make space for GTAs’ burning questions and will offer resources for the preparation of diversity, equity and inclusion statements/considerations in the faculty search process.

**Beyond Compliance: Centering Disability in the Classroom**
Alexandria Carrico, Assistant Professor, Music History
Lia Snead, DMA Graduate Student, School of Music

According to the CDC, “26 percent (one in 4) of adults in the United States have some type of disability.” However, according to the National Institute for Education Statistics, “A majority of college students with disabilities at both 2- and 4-year institutions do not inform their college of their disability.” This means that the number of disabled students in our classes far exceeds the number of accommodation reports we receive from the Student Disability Resource Center (SDRC), making accessibility a crucial need in every classroom. So what can we do to increase accessibility in our classrooms beyond complying with official SDRC requests and why do some students choose not to disclose?

In this presentation we offer answers to these questions by centering the perspectives and experiences of our disabled students. In addition to offering pragmatic advice for implementing accessibility measures grounded in the principles of Universal Design for Learning and exploring barriers to disclosure, we discuss how to incorporate disabled pedagogy into your course. To paraphrase the late Black feminist scholar bell hooks (1994), disability pedagogy is against all forms of oppression, domination, and repression and is for the development of educational spaces that are safe, inclusive, and liberatory. Furthermore, disability pedagogy takes an intersectional approach to recognizing how multiple identities influence student experience and learning. Drawing upon our own experiences as disabled educators, we examine how disabled pedagogy breaks down traditional student-teacher hierarchies and empowers students to serve as actors in the co-creation of knowledge. Finally, we discuss how to “crip the curriculum” in order to demonstrate to students that disability is an integral part of knowledge production. This session will allow instructors to gain a greater understanding of how to serve their disabled students and create a more accessible and equitable classroom experience for all students.

**Use Self-assessment to Enhance Active Learning**
Qiandi Liu, Assistant Professor, English Language and Literature

The Covid-19 pandemic caused unprecedented disruptions to higher education. Nonetheless, it also demonstrated that the wide availability of modern information and communication technologies has made it possible for learning and teaching to take place anywhere and anytime without the confinement of brick-and-mortar classroom spaces and limited instructor-student face-to-face contact time. As student-centered web-based instruction is becoming the trend
Use Self-assessment to Enhance Active Learning (cont.)

In the post-Covid higher education, students’ role is gradually shifting away from passive absorbers to active seekers and creators of knowledge (Freeman et al., 2014; Theobald et al., 2020).

A crucial component in active learning is self-assessment, which holds learners responsible for monitoring their own learning progress, reflecting on their achievements and struggles, and taking action to adjust learning strategies to maximize their learning gains from a course. For its practical values, self-assessment has been widely implemented in MOOC courses and forward-thinking colleges and universities (Andrade, 2019; Boud, 1995; Kruger & Dunning, 1999). However, it remains a novice idea for administrators, teachers, and students who are used to the traditional instructor-assigned, product-oriented assessment.

Aiming to bridge this gap, this session will:

1. Introduce the notion of self-assessment,
2. Discuss its benefits for active learning (e.g., authenticity, emotionality, intentionality), and
3. Make suggestions on how it can be incorporated into a course grading scheme.

The presenter will share an action research study conducted in an undergraduate teacher-training course in Spring 2022 at the University of South Carolina. The materials to be presented include the course grading mechanism, the student self-assessment form, sample student responses, and students’ perceptions of the self-assessment task elicited from a teacher-made final course evaluation. The talk will end with a group discussion of the potential and ways to combine self-assessment with instructor and peer assessment to optimize a grading scheme in different contexts.

Oh Snap! An Adventure in Creating and Implementing Educational Snapchat Lenses

Charles Schumpert, Senior Instructor, Biological Sciences

Virtual environments in education have the power to break barriers and engage students in exciting, innovative ways. Enhancing student engagement is a critical mission, one that needs imaginative ways to meet students in their own space and in the classroom. Implementing virtual environments has already demonstrated the ability to enhance student engagement. One way is using augmented reality: a type of virtual environment that adds computer generated information to our real world, usually through the help of a phone app or computer program (Pokemon Go is an example of an augmented reality game).

A popular app among students, Snapchat can display augmented reality products that stretch our imaginations and provide creative spice to the world around us. In our session, we’ll explore what a Snapchat Lens is, why we may want to implement them in our courses and then the process of making an educational Snapchat Lens. We had no experience in creating 3D models or the intensive, powerful software behind it, so this session will truly examine the creative process and the lessons learned from the ground up. We’ll also explore some of the Snapchat Lenses created for BIOL 302L (Snapchat app would be a welcome addition to fully experience the session, but is not required). Overall, virtual environments are an exciting way to engage our students and with Snapchat Lenses we can create innovative environments to enhance our educational experiences at UofSC.

Lightning Rounds Session V

The Public Heritage Lab: Incorporating Digital and 3D Technologies to Enhance Learning and Public Engagement

Kelly Goldberg, Instructor, Anthropology
Lana Burgess, Director, McKissick Museum

For this lightning round presentation, Professors Kelly Goldberg and Lana Burgess will speak about the beginning stages of setting up a multidisciplinary Public Heritage Laboratory, funded by the College of Arts and Sciences’ McCausland
Concurrent and Lightning Round Sessions Abstracts

Innovation Fund, in Barnwell College. Presenters will discuss how students, faculty, and staff can collaboratively engage in this multiyear project with local partner institutions to increase access to cultural heritage materials and make strides towards a decolonization of academic gatekeeping of material culture resources. Workflows and production processes of the three-dimensional copies will be outlined.

Sample artifacts from local archaeological and cultural material collections will be presented as examples of the future outputs that will be used as educational resources in on- and off-campus museum spaces, local K-12 schools, and university classes. At its conclusion, this project will bring to life the daily experiences of those whose stories remain untold—whether silenced due to race, class, sex, age, or ability—by literally putting the objects they used in the hands of students today.

**UofSC Women Makers: Creating an Inclusive Experiential Learning Environment**

Sowmya Ragh, Graduate Student, Director of Makerspace, Engineering and Computing

A program called UofSC WomenMakers is created to encourage and increase the engagement of students who are female and identify as female within the Makerspace in the College of Engineering and Computing. Through this program, an inclusive learning environment provides hands-on learning experiences through various STEM activities such as 3D Printing, CAD (Computer Aided Design) Designing and Arduino training.

This program enables the students to attain and develop requisite competencies to broadly prepare for a successful transition into the workplace with hands-on engineering experience. The retention of women-identifying students in engineering is dependent on providing adequate educational resources and creating multidisciplinary learning opportunities. Through this program, the students had the opportunity to interact with successful women engineers in industry and academia. Similar programs across different schools will encourage participation of minoritized students through experiential learning.

Through this Beyond the Classroom program, an active peer teaching-learning environment would provide a targeted productive experience for women-identifying students. This will also help students to overcome the challenges in excelling and succeeding in a male-dominated field. This also provides a credential in the UofSC Experience Transcript which correlates the material learnt through courses, lab and classroom experiences and extending them to practical and real-world applications.

**Meet the SC BUG! (Blackboard User Group)**

Katie Vaughan, eLearning Consultant, eLearning Services, Division of Information Technology

South Carolina's Blackboard User Group (BUG) is back and better than ever! Learn how Blackboard users from around the state are working together to improve teaching and learning for instructors and students alike.

**Concurrent Session VI – 2:35 - 3:05 p.m.**

**The Good Life: How to Reduce Over-teaching**

Kim Thompson, Professor, Associate Dean for Academic Affairs, School of Information Science

As we help to design the “new normal” in academia, we have an excellent opportunity to rethink our role as whole-person faculty members. This includes revisiting the humanist angle on practices and expectations in the instructor lifestyle and automate or simplify in ways we never considered before now. This session will provide practical ways to reduce overwhelm for both instructors and students and help us re-orient our pedagogical decisions to revitalize our teaching lifestyle and enjoyment. This benefits not only students (UofSC Strategic Goal 1) and instructors (Strategic Goal 2), but also can help create a teaching/research/service balance that helps the university meet all its Strategic Goals.
How to Create an Escape Room
Laura Herbert, Assistant Professor, College of Nursing

Escape rooms are an evidence-based teaching strategy that offers an innovative approach to teaching that promotes engagement and teamwork. This presentation will explain how gaming theory was used to design and evaluate one escape room scenario for our family nurse practitioner advanced assessment course. Educators mapped content to one course objective and developed puzzles that reinforced course content focusing on assessment tools for the neurological patient. The steps used for development of this experience can be translated to many different types of courses. Educators who are interested in learning how to develop an escape room experience to enhance a current course should attend this presentation.

Ally: Accessibility Features Built into Blackboard
Susan Quinn, Assistant Director, eLearning Services, Division of Information Technology
Dow Hammond, Assistive Technology Coordinator, Student Disability Resource Center

Learn about the tools in Anthology Ally (formerly Blackboard Ally) and other resources available to create course materials that are usable by all your students. The three parts of Ally are:

1. Alternative Formats,
2. Instructor Feedback, and

You and your students can download Alternative Formats of your course materials, including an audio file, electronic Braille, ePub, HTML, or tagged PDF. The Instructor Feedback identifies specific accessibility issues that were found in your course materials, it explains why the issue is important, and it gives suggestions about how to remediate the issues. Instructors can also download a Course Accessibility Report to see a summary of the accessibility issues found in the course.

Understanding Rate My Professor and Your Students
William Jones, Research Associate Professor, Environmental Health Sciences, School of the Earth, Ocean and Environment

Students regularly rely on Rate My Professor (RMP) as a tool to select classes. Faculty are often not aware of the impact and relevance of their ratings. In this talk, we will discuss strategies for faculty to positively impact their RMP rating, request changes, and take ownership of their public reviews. Faculty will also be introduced to how students use RMP to select classes and communicate with peers. Faculty will also learn strategies to use RMP as a tool in recruiting students for new classes. Attendees are encouraged to review their profile prior to this talk.

Lightning Rounds Session VI

Organizing Assignment Clutter in Blackboard
Jason Porter, Instructor, Visual Communications

This lighting round session is about keeping assignments organized in blackboard, both within weekly modules using deep/direct URL links, and typographic design principles to create easy to navigate assignment instructions and rubrics. Deep/direct URL links provide a novel solution to keeping assignments easy-to-find within a weekly module organization structure without having to remember in which module the assignment is physically placed in.

Assignment rubrics can read like a laundry list of instructions and requirements, especially when multiple assignments are stacked on top of each other on a single page. Using simple typographic design principles of size and color to create a visual hierarchy of information presents an easy to navigate visual system for both students and faculty.
This session may not be flashy with new technology, but it’s extremely practical in solving the “where the heck do I find the information” problem with organizing assignments in blackboard.

**Elevate Student Learning Experience Using This FREE Resource**
Kimberly Taylor, Assistant Professor, College of Nursing

This session will provide a faculty member’s perspective on implementing Open Educational Resources (OER) within a hybrid course.

- Exploration of the collaborative process by working with a University of South Carolina librarian to examine available and potential resources.
- Discuss the pros and cons of transitioning to OER within a course.
- Review methods utilized to build the hybrid course.

This content is important to help alleviate financial burdens on students who may struggle to purchase books, and this session will encourage others to consider the innovative benefits of using OER when teaching.

This session will improve teaching and learning at the University of South Carolina by fostering interest in OER and providing encouragement for others to utilize available resources while simultaneously building partnerships across the campus to elevate the teaching and learning experience offered to students.
Door Prizes

We are grateful to the organizations and businesses that have donated door prizes.

The name badge that you received when you registered will act as your raffle ticket for the main event drawing. Door prizes will be distributed by random drawing at the closing session. Must be present to win.

Door prizes will also be given out during each concurrent session. You’ll receive a raffle ticket when you enter each break-out room and the raffle will be held at the conclusion of the session. You must enter the breakout room no later than 10 minutes after the session begins to be eligible for the raffles.

1801 Grille
4imprint
Adluh
Andy’s Deli
Bang Back Pinball
Bernie’s Restaurant
Cantina 76
Carolina Ale House
Columbia Museum of Art
Cool Beans Coffee Company
Craft & Draft
Craft Axe Throwing
Dano’s Pizza
Duck Donuts
Fab’rik
Game Day Nutrition
Graduate Columbia
Home Team BBQ
Hunter-Gatherer Brewery & Alehouse
Kudzu Bakery & Market
Lowes Food
Mr. Friendly’s New Southern Cafe
No Name Deli
Nothing Bundt Cakes
Panda Express
Pawley’s Front Porch
River Runner
SakiTumi Grill & Sushi Bar
South Carolina State House Gift Shop
South Carolina State Museum
The Baked Bear
UofSC Gamecocks LiveWell
Participant Evaluation

We hope you found the sessions you attended at *Oktoberbest: A Symposium on Teaching* valuable. You can help us continually improve Oktoberbest by providing feedback. Please scan the QR Code below to complete the evaluation.

Thank you in advance for your input!