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The 3rd Annual UC Davis
**Scholarship of Teaching and
Learning Conference**

UC Davis Conference Center
November 30, 2018

UCDAVIS

9:30-9:45

Welcome: Carolyn Thomas *Vice Provost - Undergraduate Education*

9:45-10:45

Plenary: Marco Molinaro *Assistant Vice Provost - Educational Effectiveness*

10:45-11:00

Break

11:00-12:00

CONCURRENT SESSIONS

HHMI SPECIAL SESSION ON INCLUSIVE EXCELLENCE

Effects of Adjustment, Grading, and Class Size in Academic Equity

Meryl Motika, Kavi Tan and Tiffany Johnson *Center for Educational Effectiveness*

Exploring How Classroom Dialogue and Student Writing Protocols Shed Light On My 6th Graders' Use of the Mainstream and Non-Dominant Englishes Within Their Linguistic Repertoires

BernNadette Best-Green *Graduate Group in Education*

When Active Learning Impedes Inclusion Excellence

Piri Ackerman-Barger *Betty Irene Moore School of Nursing*

TALKS

Finding a Simple Solution to the Problem of Student Evaluations: An Index of Traditional Evaluation Questions

Janine LF Wilson and Derek Stimel *Economics*

The Hand of God: Grades and Extrinsic Motivation in Engineering Writing Courses

Stephanie Pulford, Kavi Tan, Michael Gonzalez and Amanda Modell *Center for Educational Effectiveness*

Classifying and Visualizing Students' Cognitive Engagement in Course Readings

Michele Igo *College of Biological Sciences*, Eran Yogev and Kobi Gal *Ben Gurion University Department of Information Systems Engineering*, David Krager *MIT Computer Science and Artificial Intelligence Laboratory* and Marc T. Facciotti *Biomedical Engineering and Genome Center*

12:00-1:30

Poster Session A (12:00-12:45) and Session B (12:45-1:30)

1:00

Lunch Available

1:30-2:30

KEYNOTE: Making a Place for the Scholarship of Teaching and Learning: Contexts and Careers

Pat Hutchings *Senior Scholar, National Institute for Learning Outcomes Assessment*

2:30-2:45

Break

2:45-3:45

CONCURRENT SESSIONS

RESOURCE TABLES

Translating Research-Based Learning Principles into Learning Strategies: Helping Students Study Smarter

Annalisa Teixeira *Success Coaching and Learning Strategies*

Integrating Global Learning Outcomes in the Classroom

Nathan Camp, Nancy Erbstien and Zachary Frieders *Global Affairs*

Strengthening Peer Review Practices While Fostering a Helpful Online Community Through Eli Review

Sarah Faye *University Writing Program*

The Teaching Assistant Consulting (TAC) Fellows Program

Monica Christina Esqueda *Center for Educational Effectiveness*

Get Curious: Program Learning Outcomes Assessment

Kara Moloney *Center for Educational Effectiveness*

Deep Dives and Ripple Effects: Two Approaches to Enhancing Teaching at a Research-Intensive University

Patricia Turner *Center for Educational Effectiveness*

BALLROOM

CONFERENCE ROOM

BALLROOM

Introduction to Team-Based LearningHeather Jane Hether *Communication***Institutional Review Board (IRB) Resource Table**Jessica Ramirez and Katherine Lawrence *Institutional Review Board***TALKS****What You Need to know About Collaborative Learning Before Attempting Collaborative Learning**Julia Chamberlain *Chemistry***Understanding Students' Attitudes Towards Oral Communication Skills in a Project-Based Engineering Course**Jennifer Mullin *Biological and Agricultural Engineering***Community Engaged Teaching and Learning: A View from UC Davis**Michael Rios and Ingrid Behrsin *Office of the Provost*

3:45-4:00

Break

4:00-5:00

CONCURRENT SESSIONS**RESOURCE TABLES****E-Learning for Equity, Innovation, and Teaching Effectiveness (ELEVATE) Fellows Program**Cecilia Gomez *Center for Educational Effectiveness***Writing Across the Curriculum Resources Table**Melissa M. Bender *University Writing Program***GradePal: An Intuitive, Internet-Based Application for Gradebook Analysis**Joel Ledford *Plant Biology***Just-in-Time Teaching Resources**Stacy Wittstock and Kem Saichaie *Center for Educational Effectiveness***Developing Digital Communication Skills Through a Video About One's Undergraduate Major**Arnold Bloom *Plant Sciences* and Sue Ebeler *College of Agricultural and Environmental Sciences***Community Engaged Teaching and Learning: Participatory Workshop**Ingrid Behrsin and Michael Rios *Office of the Provost***New UC Davis Study Abroad Faculty Supported Models: Less Time, Less Travel**Ashely Arvanites and Brianne Holden *Study Abroad (Global Affairs)***Institutional Review Board (IRB) Resource Table**Jessica Ramirez and Katherine Lawrence *Institutional Review Board***TALKS****Impact of an Application-Oriented Circuits Curriculum on Performance of Non-Electrical-Engineering Students in the Downstream Courses**Hooman Rashtian *Electrical Engineering***Influence of Students' Prior Animal Experience and Grouping Strategy on Student Learning in an Applied Animal Laboratory Setting**Allen Pettey *Animal Science***The Impacts of Lecture Capture Usage on Student Performance, Attendance, and Perspective in Large-Enrollment Introductory STEM Courses**Laci Gerhart-Barley *Evolution and Ecology*, Miriam Martin *Microbiology and Molecular Genetics*, Jay Stachowicz *Evolution and Ecology* and Rick Grosberg *Evolution and Ecology*

5:00-6:30

Remarks: Gary May *Chancellor*
Awards and Reception

POSTER SESSION A: 12:00-12:45

1. Adventures in Chemical Thinking: Implementing Inquiry in General Chemistry Lab *Charlie Tapio and Julia Chamberlain*
3. Bringing Active Learning and Group Activities into a Senior-Level Chemical Engineering Class: a CREATE Course Redesign Project *Jason White*
5. Use of Short Essays to Address Core Competencies in Medical School Pathology Education *Andrew D. Jones, Elham Vali Betts and Kristin Olson*
7. Assessing Online Course Accessibility *Jeanette B. Ruiz and Stephanie Pulford*
9. Studying the Impact of a Specialized Workshop on Learning Strategies for Studying Engineering Courses for Students in Academic Difficulty *Lili Mirshahzadeh and David B. Spight*
11. Active Learning in the Gross Anatomy Laboratory *Cara M. Sandholdt and Jeffrey Pearl*
13. Fulfilling the Implied Promise; Student Career Readiness Through Academic Integration and Collaboration *Janice N. Morand and Marcie Kirk-Holland*
15. Equity Issues Arising from the Punitive Zero *David J. Webb, Cassandra Paul and Mary Chessey*
17. Students' Self-Perceived Benefits of Weekly Writing Assignments *Mark Verbitsky*
19. An Online Course Meets Face-To-Face *Sattik Ghosh, Arnold Bloom and Stephanie Pulford*
21. A Mutually Beneficial Relationship Between Students and Peer Learning Assistants in Course-Based Undergraduate Research Experiences (CUREs) *Karina Targos, Ashley Vater and Annaliese Franz*
23. Easing Transition to College Mathematics Using ALEKS *Ka Wai Wong, Meryl Motika and William Tavernetti*
25. Visualizing the Innovation Education Landscape at UC Davis: a Preliminary Review of Campus Educational Resources, Innovation Insights, and Entrepreneurial Trends in Higher Education *Ashley Vater, Bridgette Johnson, Bianca Medina and Kyeema L. Zerbe*
27. Development and Integration of a Learning Assistant Program for Organic Chemistry *Jenna McCarthy, Viktoriya Chmil, Shannon Lu, Hana Minsky, Taruna Neelakantan and Claire Filloux*
29. Lecture Capture: If You Have Not Heard About It, Give Your Students One More Quarter *Silvia Carrasco Garcia, Sean Collins, Charlie Turner, Simon Dvorak and Robert Craig*
31. Going Virtual: Transforming Nutrition 10 into the 100% Online Nutrition 10V *Debbie Fetter*
33. Development and Initial Assessment of a New Learner-Centered Upper Division Human Physiology Course *Victoria Farrar and Natalia Caporale*
35. The Need for POCT Education in Schools of Public Health *Vidushi Razdan and Prianka Deshmukh*
37. Will Video Kill the Anxiety Star? Multi-Modal Writing and Writing Apprehension *Amanda R. Modell*
39. Anatomical Misconceptions Among Undergraduates in a Systems-Based Human Gross Anatomy Course *Jennifer Weil and Natalia Caporale*

POSTER SESSION B: 12:45-1:30

2. Developing a Learner-Centered Instructional Template to Address Achievement Gaps in a Large-Enrollment Introductory Biology Course (BIS 2B) at UC Davis: A CREATE Course Redesign Project *Laci Gerhart-Barley and Ameilia Munson*
4. Exploring the Undergraduate Learning Assistant Experience at UC Davis: A Potential Intervention to Improve Students' Self-Efficacy, Science Identity, and Metacognition *Jia Tan, Mary-Betty Stevenson, Sandra J. Carlson and Natalia Caporale*
6. I Am Bilingual: Building a Program for Native Speakers (Work in Progress) *Agustina Carando*
8. Predicting Performance in a Lower-Division Psychology Course *Kathryn Bousquet, Matthew Sazma and Victoria Cross*
10. Thinking About Learning: Examining Students' General Chemistry Study Practices with Metacognitive Surveys *Julia Chamberlain, Elizabeth Cox and Emil Rezkalla*
12. Student Perceptions and Evaluation of Active Learning in an Advance Physiology Course *Cara M. Sandholdt and John A. Payne*
14. Assessing Engineering Students' Motivation on Programming Assignments *Susan P. Gentry*
16. Incorporating Self-Reflection and Metacognition in a Required Fundamentals of Bioengineering Course *Jennifer Choi*
18. What Makes for an Inclusive Classroom? Student Voices and Perspectives *Jeanette Ruiz, Alicia Garcia and Natalia Caporale*
20. Using Surveys to Adjust Teaching Approach During the Quarter *Korana Burke*
22. Collaboration Between Faculty and the Writing Support Center to Facilitate Quality Peer Review and Writing in a High Enrollment Biochemistry Lecture Course *Ariel Loring, Bridget Mabunga, Kevin Sitz and Mona Monfared*
24. Project Lockbox: An Escape-Room-Style Activity Emphasizing Collaboration Over Competition *Rachel M Doughty*
26. Developing Students' Writing Skills Through Peer Feedback on Canvas LMS *Heather Jane Hether*
28. Effective Teaching Strategies of Building a Productive Mandarin Chinese Classroom *Jiao Li*
30. Combining Theory, Experiments and Computer Simulations for STEM College Education *Mohamed Hafez and Aaron Shaw*
32. Enhancing Pathology Training for Medical Students with a Digital Image Bank (Whitecoat) *Elham Vali Betts, Kristin Olson and Steven*
34. The Mid-Quarter Inquiry: Leveraging Student Feedback to Support Graduate Instructors' Continuous Improvement and Reflective Practice *Sarah Silverman, Sergio Sanchez and Monica Christina Esqueda*
36. The Benefits of Joining a Summer Institute on Scientific Teaching *Talitha van der Meulen*
38. Sentence Optimization for the Global Workplace: An Innovative Teaching Method for Improving Engineering Writing While Leveling the Playing Field for ESL Learners *Brad Henderson*
40. Integrating Social Justice Themes, Arts and Humanities Skills, and Collaborative Learning Principles into an Introductory Environmental Engineering Course Through Scaffolded, Problem-based Learning Activities *Colleen E. Bronner*