



2nd Annual

Scholarship of Teaching and Learning Conference

December 1, 2017 | UC Davis Conference Center

- 9:30-9:45 Welcome: Ralph Hexter, Provost and Executive Vice Chancellor
- 9:45-10:45 Opening Address: Marco Molinaro, Assistant Vice Provost for Educational Effectiveness and Director
- 10:45-11:00 Break
- 11:00-12:00 Concurrent talks

Ballroom:

- *Peer-to-Peer Tutoring for Literacy Development in Multilingual Student Settings: A Qualitative Look at Student Literacy Practices* - Lina Reznicek-Parrado
- *The impact of Cornell Note Taking (CNT) on student performance and engagement in a large enrollment undergraduate classroom* - Bwalya Lungu
- *Attempting a "casual" writing assignment in a large upper division biochemistry lecture course: goals, barriers, and student perception* - Mona Monfared
- *Using Student Annotated Hashtags and Emojis to Collect Nuanced Affective States* - Marc Facciotti

Conference Room

- *Hybrid vs Traditional: Student Performance Differences in an Economic Development Course* - Janine Wilson, Derek Stimel, Sattik Ghosh
- *Comparing traditional and flipped class outcomes* - Gregory Pasternack
- *Outcomes of Sophomore Organic Chemistry Immersion Program* - Mark Mescal
- *Impact of two-stage quizzes on student learning gains and perceptions* - Jennifer Choi

- 12:00-12:45 Poster Session A (Odd-numbered posters)
- 12:15-1:15 Lunch available during this time
- 12:45-1:30 Poster Session B (Even-numbered posters)
- 1:30-2:30 Keynote: "*How we learn – and should teach – versus how we think we learn, and should teach*"
Robert A. Bjork
Distinguished Research Professor, Department of Psychology
University of California, Los Angeles
- 2:30-2:45 Break
- 2:45-3:45 Concurrent Talks and Resource/Discussion Tables

Conference room: Talks

- *Supplemental Instruction in a high-enrollment upper-division biology course improves student learning and success* - Sattik Ghosh, Meryl Motika, Marina Crowder
- *Concurrent Classes as an Intervention Strategy in Undergraduate Biology and Chemistry* - Joel Ledford, Susan Keen, Nicole Sharpe
- *Implementation of Course-Based Undergraduate Experiences (CUREs) at R1 University through the First-Year Seminar Program; preliminary investigation of impact and challenges associated with this course format* - Ashley Vater
- *Library Pedagogies to Support Student Research* - Matthew Conner, Linn Normand

Ballroom:

Resource Tables:

- *Just-in-Time Teaching Resources* - Kem Saichaie, Stacey Wittstock
- *IRB Table* - Marisol Quintana, Jessica Ramirez
- *The Undergraduate Research Center* - Tammy Hoyer



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- *Supporting Graduate Teaching Assistants Success at UC Davis* - Marisella Marie Rodriguez, Sarah Emily Silverman, Jennifer Colmenero
- *Peers Explaining to Peers* - Kristen Kiesel
- *Co-Creating Classroom Agreements: Resource and Tips from Lessons Learned* - Jeff Moran
- *Using the eXperience API to Examine Nursing Student Clinical Thinking Skills* - Andrew Corbett
- *Guided Collaboration: Encouraging Student Agency and Reflection in Writing* - Ariel Loring, Bridget Mabunga, Heather Sturman

Discussion Table:

- *The Impact and Implementation of Learning Intervention on Experiential Learning in the University Classroom* - Keisha Nichols

3:45-4:00 Break

4:00-5:00 Concurrent Talks and Resource/Discussion Tables

Conference room: Talks

- *What issues do students draw upon when they reason about biotechnology?* - Brittany Anderton, Pamela Ronald
- *Thinking critically with our first- and continuing-generation students* - Victoria Cross
- *Rasch Modeling in Undergraduate Foreign Language Test Design: A Study on Reliability and Equating* - Glen Heinrich-Wallace
- *Understanding Barriers to Success for Engineering Transfer Students at UC Davis* - Susan P. Gentry, Colleen E. Bronner, Jennifer Choi, Jason R. White

Ballroom:

Resource Tables:

- *Just-in-Time Teaching Resources* - Kem Saichaie, Stacy Wittstock
- *IRB Table* - Marisol Quintana, Jessica Ramirez
- *The Undergraduate Research Center* - Tammy Hoyer
- *Supporting Graduate Teaching Assistants Success at UC Davis* - Marisella Marie Rodriguez, Sarah Emily Silverman, Jennifer Colmenero
- *Teaching Undergraduate Science (TUS): a graduate student pedagogy training program in the College of Biological Sciences* - Marina Crowder, Mona Monfared
- *Combining experiments with the theory in the classroom for manufacturing and aerodynamics* - Barbara Linke, Mohammed Hafez
- *Taking the Temperature: Using Top Hat Classroom Software in Large Format Classrooms* - Jeffrey O. Sacha
- Learning Outcomes for Information Literacy - Alesia McManus, Melissa Browne

Discussion Tables:

- *Utilizing undergraduate learning assistants in the lecture or laboratory classroom* - Miriam Martin, Geoffrey Benn, Mary-Betty Stevenson
- *The Writing Studio* - Carol Hunter, Kevin Sitz

5:00-6:30

Closing Remarks: Stephanie Pulford

Poster Award Presentation: Steve Luck and the SOTL Conference Committee

Conference Reception and Refreshments



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Poster Session A (12:00-12:45)

1. Design and Initial Assessment of the Impact of Optional Supplemental Instruction Courses in a Large-Enrollment Upper Division Human Physiology Course - **Natalia Caporale**
3. Globally Optimizing Public Health Resilience Through Point-of-Care Testing For Infectious Diseases: Implementation For Prevention and Intervention In Central Vietnam - **Amanullah Zadran**
5. Scaffolding a MATLAB Assignment to Promote Student Learning - **Susan P Gentry**
7. An efficient and effective strategy for developing student source attribution habits - **Sarah Tinker Perrault**
9. AMI and ACS Care in Central Vietnam - **Mykhaylo Vladyslavovych Sayenko**:
Incorporating Service Projects in Undergraduate Learning: Templates from dissimilar courses - **Laci Gerhart-Barley**
11. Engineering Writing Apprehension, Engineering Writing Affinity - **Amanda Modell, Kavi Tan, Stephanie Pulford**
13. Perspectives from an intensive skills-training workshop with a heterogeneous learner population: success takes many different forms - **Karen R. Word, Beth M. Duckles, Phillip T. Brooks, Lisa K. Johnson, C. Titus Brown**
15. An Analysis of Experts' Problem-Solving Strategies in Chemistry - **Alexandra Tan, Jennifer Bloomquist, Okechukwu Jimmy, Nguyen Cao, Jennifer Kopetzky, Raven Navarro, Waleed Masood, Maria Munoz, Ozcan Gulacar**
17. Learning Assistants in General Chemistry - **Julia Chamberlain, Lan Chi Nguyen**
19. Active Learning in an Advanced Physiology Course - **John Payne**
21. Genre Awareness Pedagogy in Advanced Composition: Workplace Transfer - **Brenda Rinard**

Poster Session B (12:45-1:30)

2. Team-based learning and student outcomes: An investigation of how individual and team characteristics are associated with student perceptions and learning outcomes - **Heather Jane Hether**
4. Supporting Scientific Literacy - **Gina Jaeger, Zhe Chen, Garrett Jaeger**
6. Integration of clinical scenarios into pre-clinical biochemistry education of medical students - **Colleen Sweeney, Ian M Julie, Sarah Medeiros, Michael Schick**
8. Exploring the Interaction Between Retrieval Practice and Learner Motivation in Online Video Instruction - **Brian Pitts**
10. Putting Pedagogical Theory into Practice: A Metacognitive Self-Study - **Sophia Bamert**
12. Collaborative Learning: Characterizing Success - **Julia Chamberlain, Miguel Macias**
14. Concept mapping as road to critical thinking: The power of student representations of knowledge - **Annalisa Teixeira**
16. The Workshop - **Jennifer Colmenero**
18. Using Analogy and Interactive Simulation for Teaching a Sophomore Project-Based Class in Electrical and Computer Engineering - **Hooman Rashtian**
20. Easing Transition to College Mathematics using ALEKS - **Ka Wai Wong**



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Keynote Speaker (Keynote address: 1:30pm-2:30pm)

“How we learn—and should teach—versus how we think we learn, and should teach”



Robert A. Bjork

Distinguished Research
Professor, Department
of Psychology
University of California,
Los Angeles

Robert A. Bjork is Distinguished Research Professor in the Department of Psychology at the University of California, Los Angeles. His research focuses on human learning and memory and on the implications of the science of learning for instruction and training. He has served as president or chair of the American Psychological Society; the Psychonomic Society; the Society of Experimental Psychologists; UCLA's Department of Psychology; and the National Research Council's Committee on Techniques for the Enhancement of Human Performance. He also served as Editor of *Psychological Review*; Editor of *Memory & Cognition*; Co-editor of *Psychological Science in the Public Interest*; and Chair of the Council of Editors of the American Psychological Association. He is a recipient of UCLA's Distinguished Teaching Award; the American Psychological Association's Distinguished Scientist Lecturer and Distinguished Service to Psychological Science Awards; the Society of Experimental Psychologists' Norman Anderson Lifetime Achievement Award; and, together with Elizabeth Bjork, the James McKeen Cattell Award from the Association for Psychological Science. He is a Fellow of the American Academy of Arts and Sciences.



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