UNIVERSITY SYSTEM of MARYLAND

Spring 2025 SoTL Showcase: Celebrating the Scholarship of Teaching and Learning Across USM Institutions

May 23, 2025 | 8:45 am-1:15 pm ET | Virtual

The Kirwan Center would like to thank the Showcase planning committee for their contributions to the program's development:

Gaye Acikdilli, Bowie State University
Kelly M. Elkins, Towson University
Joanne C. Klossner, University of Maryland, College Park
Joel Miller, University System of Maryland
Melissa Thomas, Salisbury University
Amy Tondreau, University of Maryland, Baltimore County

Keynote Speaker

Alison Cook-Sather, Ph.D.

Mary Katharine Woodworth Professor of Education at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges

Alison Cook-Sather, Ph.D., is the Mary Katharine Woodworth Professor of Education at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges in the United States. She has developed internationally recognized programs that position students and teachers as pedagogical partners, most notably Students as Learners and Teachers (SaLT), which has served as a model for numerous other institutions around the world. Author or co-author of over 150 articles and book chapters and ten books, including *Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education* and *Co-Creating Equitable Teaching and Learning: Structuring Student Voice into Higher Education*, Alison has spoken or consulted on pedagogical partnership work in 13 countries and served as a visiting scholar at a number of institutions, including University of Cambridge in England. Alison is founding editor of *Teaching and Learning Together in Higher Education*, founding co-editor of *International Journal for Students as Partners* and the recipient of a number of awards, including the Alumni Excellence in Education Award from the Graduate School of Education at Stanford University. Learn more about Alison's work.

About the concurrent sessions

There are four concurrent sessions in each concurrent session time block: Two sessions will be paired in Breakout Room A and two sessions will be paired in Breakout Room B. Consult the program below to determine which sessions you'd like to attend. Within a breakout room, each 15-minute session will be followed by five minutes of Q&A, a transition, and then a second 15-minute session followed by five minutes of Q&A, for a total of 45 minutes. Participants are welcome to stay in one breakout room for the duration of the concurrent session or move between breakout rooms during the transition.

Program

8:45-9:05 am	**Welcome & Overview of the Day**

Nancy O'Neill, Executive Director, Kirwan Center for Academic Innovation, University System of Maryland and ***Kelly M. Elkins***, *Senior Fellow for the Scholarship of Teaching and Learning (SoTL), Kirwan Center and Professor of Chemistry, Towson University*

9:05-9:15 am	**Transition to Concurrent Session 1**

Participants will transition into breakout rooms according to their sessions of choice.

9:15-10:00 am	**Concurrent Session 1**

Room A:

Harnessing AI for Experiential Learning: Tools for Learning Support and Enhanced Student Engagement

This session explores how Artificial Intelligence (AI) can enhance experiential learning across disciplines by improving student engagement and learning outcomes. Focusing on tools such as Notebook LM, ChatGPT, and MagicSchool AI, the presentation demonstrates how AI-driven resources can support active participation, real-world application, and personalized feedback. Drawing on action research in teacher preparation, the session shares strategies for using AI to create immersive learning environments, including scenario-based activities and timely, tailored feedback on student work. While rooted in teacher education, these AI tools are applicable to various subject areas in higher education, offering practical methods to engage students and support their academic growth. Join us to learn how AI can transform your teaching and elevate student success in any discipline.

Jodi Welsch, *Professor, Educational Professions,* ***Kris McGee***, *Associate Professor, Educational Professions, and* ***Nicole Bosley***, *Associate Professor, Educational Professions, all of Frostburg State University*

Transforming Occupational Therapy Education: Integrating Generative AI for Personalized Learning and Early Intervention

This presentation examines the implementation of generative artificial intelligence (Gen AI) tools in occupational therapy education at Towson University. Highlighting a case study from a graduate research methods course, this session reports on the integration of AI-driven personalization to enhance learning. Spring and Summer 2024 findings indicated improved student engagement and retention by adapting content to individual learning styles. The tool's effectiveness, based on quantitative and qualitative data, showcases its potential to transform educational approaches. Expanded in Fall 2024, the project further supports early intervention for students struggling with advanced and complex content, and refines evaluative methods, demonstrating substantial benefits of tailored educational experiences. Participants will gain insights into the practical applications and implications of Gen AI in education, supported by student feedback and performance metrics.

Amanda Jozkowski, *Associate Professor, Occupational Therapy & Occupational Science, Towson University*

Evaluating the Impact of a Reflective Self-Regulation Intervention in Online Learning: A Mixed Methods Study

This study used a sequential mixed-methods research design in eight asynchronous community college courses to evaluate the effect of a reflective self-regulated learning (SRL) intervention on student motivation, self-efficacy, transactional distance, and satisfaction. Student participants and their faculty engaged in weekly reflection prompt and feedback cycles. We measured changes in both behavioral and self-oriented SRL using a validated instrument using a quasi-experimental design to compare control and interventions course sections, supplemented by open-ended surveys and semi-structured interviews to capture students' perceptions. Although quantitative gains in self-oriented SRL emerged in the intervention group, qualitative data further indicated participants valued feedback and autonomy, leading to increased course satisfaction. Through integrated joint display analysis, we highlight how embedding targeted SRL activities can enhance student success while mitigating faculty workload. This session demonstrates practical SoTL methodologies and discusses how designing reflective SRL strategies benefits both learners and instructors in online learning contexts.

Alexis Guether, Instructional Designer, School of Social Work, University of Maryland, Baltimore, and William Sadera, Professor and Doctoral Program Director, College of Education, Towson University

Motivation and Learning Strategies of University Students in a Self-Paced Developmental Mathematics Course

This study utilized the Motivated Strategies for Learning Questionnaire (MSLQ) to evaluate the motivation and learning strategies of students in a self-paced developmental mathematics class. Descriptive statistics, correlation coefficients, and regression analysis were employed to assess students' motivation and their use of various learning strategies. The mean scores for the MSLQ scales ranged from moderate to high.

Haitham Alkhateeb, Professor of Mathematics, University of Baltimore

10:00-10:10 am   **Transition to Concurrent Session 2**

Participants will transition into breakout rooms according to their sessions of choice.

10:10-10:55 am   **Concurrent Session 2**

Room A:

Implementing AI in the Introduction to Marketing Course: An Experiential Approach with Adobe Tools

Marketing professionals across industries must now possess creativity and digital proficiency. This study examined the efficacy of integrating Adobe Creative tools into a Principles of Marketing course at Bowie State University, focusing on its impact on student learning and creativity. A mixed-methods design was utilized, employing both surveys and rubric-based assessments of student presentations. The provision of industry-standard software aimed to cultivate students' ability to develop innovative marketing plans and enhance their presentation skills. The findings revealed that students produced more visually compelling and persuasive presentations, incorporating various creative elements, such as logos, mascots, and infographics. Quantitative and qualitative data indicated a significant improvement in students' creative thinking, problem-solving, and communication skills. This research suggests that the strategic integration of Adobe Creative tools within marketing curricula can significantly enhance student learning outcomes and provide a competitive advantage for graduates entering the workforce.

Gaye Acikdilli, Associate Professor, Department of Management, Marketing, and Public Administration, College of Business, Bowie State University

Changing Students' Attitudes about Generative AI through Instructional Activities

What if a course took Generative AI—and competing against it—as a theme? Would it change students' attitudes about using those tools for their coursework? This study evaluates the fourth iteration of such a course that included direct instruction on Generative AI writing through an entrance and exit survey. In the results, participants reported greater knowledge of AI tools (+.44) and those tools' strengths and weaknesses (+.53), decreased trust in (-.18) and plans to use (-.18) Generative AI for college writing, and more confidence in using AI tools responsibly and ethically (+.50). As Generative AI only becomes more ubiquitous, pedagogies that help students understand how it works and evaluate its output become more critical.

Naomi Gades, Assistant Professor of English, Frostburg State University

Room B:

Examining the use of Multimodality in Teaching among Adjunct Faculty

This session discusses the findings of a case study investigating the multimodal literacies of adjunct faculty instructing in two distinct general education courses over the course of an academic semester. Examining the use of multimodality to support teaching practices of in-person courses supplemented with online course activity, this research explored the planned and spontaneous multifaceted uses of multimodal instruction across in-person and virtual spaces. Results from this study demonstrate the complexity of a single mode (e.g. orality) to support student learning opportunities across in-person and virtual classroom spaces, and how modal uses scaffolded to support instruction. Student interviews further revealed student perceptions of multimodal instruction that illuminate the importance of faculty awareness toward how modal affordances and limitations shift based on contextual uses. This study helps identify ways to support faculty in developing multimodal content to support the transactional process of learning (Rosenblatt, 2019).

Haley Cristea, Instructional Designer and Adjunct Faculty, Salisbury University

Leveraging Natural Language Processing to Gain Insights into Learner Experiences in Virtual Labs

In this presentation, we will address our research to leverage artificial intelligence tools, namely, natural language processing (NLP), to gain actionable insights from ten years of open response, end-of-course student evaluations. Ratings (positive, negative, or neutral) of the sentiment of open responses were made by three human raters and an automated NLP tool. Student learning experiences in general education science laboratory courses were found to be positively enhanced when they completed the general education science course using virtual laboratories compared with hands-on laboratory supplies. We also conducted surveys in the virtual laboratory courses to gain insights into whether students recognized the affordances and benefits of virtual laboratories. Adopting virtual laboratory software for general education science courses is associated with significantly more positive learning experiences, which has the potential to deepen student engagement with course material and inspire curiosity about the practice of science and science as a profession.

Debra McLaughlin, Professor, Natural Sciences, University of Maryland Global Campus, Meenu Vikram, Professor, Natural Sciences, University of Maryland Global Campus and Assistant Professor, Biology, Notre Dame of Maryland University, and Gro Torsethaugen, Professor, Biology, University of Maryland Global Campus

10:55-11:05 am   **Transition to Concurrent Session 3**

Participants will transition into breakout rooms according to their sessions of choice.

11:05-11:50 am   **Concurrent Session 3**

<u>**Room A:**</u>

Student Perceptions of the Effectiveness of Contemplative Practices in Sport Management Education

This presentation discusses results from an IRB-approved qualitative study on student perceptions of contemplative practices and their effectiveness in enhancing engagement with topics related to intersectionality and inequality in sport. Study participants included students enrolled in an upper-division undergraduate course on women's sport across two semesters. The instructor implemented multiple contemplative activities (reflective journals, moments of silence, and deep listening) to help students process topics involving individuals and social groups experiencing discrimination. Data collection included pre-test (n=51) and post-test (n=47) qualitative surveys, and semi-structured interviews (n=10) with student volunteers, focusing on their perceptions of the extent to which the contemplative practices augmented their overall learning experience. Results indicate mixed views among students regarding the benefits of contemplative activities. The presentation discusses the results and the study's implications within sport management and higher education more broadly, with attention to multicultural learning and classroom interventions for increased student engagement.

*Samuel Clevenger, Assistant Professor, Sport Management, and **Jaime R. DeLuca**, Professor, Sport Management and Department Chair, Kinesiology, both of Towson University*

Enhancing DEI in the University System of Maryland: Findings from a Comprehensive DEI Needs Assessment

Diversity, equity, and inclusion (DEI) embedded within a campus culture and curriculum has been shown in the literature to help engender solidarity between staff and students with mutually responsible citizenship values (Baker et al., 2006); expand perspectives (Burke, 2013; Kayyali, 2022) and raise consciousness (Hooks, 2000); aid students in the development of an awareness of their responsibility to support DEI initiatives that they can take with them when they graduate (Keshtiban et al., 2023); create spaces, materials, and programs that are welcoming and facilitate wellness (Lierman, et al., 2022); increasing access to opportunities by students from historically marginalized groups (Kayyali, 2022); and facilitate transformative interventions (Tzanakou & Pearce, 2019). Further, these efforts are particularly effective for historically marginalized intersectionally impacted students (Bhopal, 2018; Keshtiban et al., 2023). This presentation will summarize the findings of a comprehensive DEI needs assessment of a minority-serving institution in the USM system that includes faculty and staff surveys that explored perceptions of campus climate, belonging, experiences with discrimination and harassment, support services, culturally responsive teaching practices, inclusivity, representation, and opportunities.

*Nicole Hollywood, Interim Director of Assessment, and **Katherine Quinn**, Associate Professor of Hospitality, both of University of Maryland Eastern Shore*

<u>**Room B:**</u>

Enhancing Teacher Preparation: Avatar-Based Simulations for Early Field Experiences in Literacy Education

Incorporating early field experiences (EFEs) into teacher preparation is essential but often hindered by logistical barriers. This study explores using avatar-based simulations as an EFE for preservice elementary teachers, examining how immersive technology supports their learning and development as literacy educators. Findings reveal that preservice teachers viewed simulations as valuable "dress rehearsals," enhancing their confidence and ability to engage in parent conferences. Additionally, simulations deepened their understanding of literacy instruction by requiring them to synthesize assessment data. This research highlights the potential of avatar-based simulations to enrich teacher preparation, offering a scalable and impactful solution to the challenges of EFEs.

Shannon Kane, Assistant Clinical Professor, Teaching and Learning, Policy and Leadership, and Loren Jones, Associate Chair, Associate Clinical Professor & TESOL Programs Coordinator, College of Education, both of University of Maryland, College Park

Investigating the Impact of Theoretical Comprehension on Clinical Skills Development in Periodontics Education

Predoctoral periodontal education encompasses a substantial body of theory derived from preclinical and clinical research. Dental students must also acquire basic clinical skills, including non-surgical periodontal therapy, which involves understanding the rationale behind periodontal instrumentation. Evaluating how theoretical understanding translates into clinical skills development is essential for improving healthcare educational programs. However, the relationship between theoretical understanding and clinical skills development in predoctoral periodontics is underexplored. This observational study investigated the impact of theoretical comprehension in periodontics on clinical instrumentation skills development through longitudinal assessment of two cohorts. The findings aim to provide educators with valuable insights into how theoretical knowledge influences practical skills acquisition, thereby enhancing the overall effectiveness of practice-based health educational programs.

Se-Lim Oh, Clinical Associate Professor of Periodontics, School of Dentistry, University of Maryland, Baltimore

11:50 am-Noon   **Transition to Plenary Talk**

Participants will transition into the main room for the closing plenary talk.

Noon-1:00 pm   **Keynote Address: From Subjects of Study to Partners in Practice: The Role of Students in SoTL**

In this keynote address, Dr. Alison Cook-Sather will begin by inviting participants to reflect on the role of students in their own SoTL projects. She will then offer a definition of pedagogical partnership, review its underlying premises, and share examples from the curricular and pedagogical realms. She will note the calls for expanding the role of students in SoTL, share examples of students as partners in SoTL work, and invite further consideration of the role of students in SoTL projects. The keynote will conclude with Q&A and discussion.

Alison Cook-Sather, Mary Katharine Woodworth Professor of Education at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges

1:00-1:15 pm   **Closing and Announcements**