

Table 1

**Eddie T.C. Lam**

Health and Human Performance  
College of Education and Human Services

**How To Be a [Bad] PowerPoint Presenter**

In spite of his popularity, instructors or presenters very often still fail to provide an effective PowerPoint presentation to the audience. This poster presentation demonstrates what errors they should avoid.

Table 2

**Juan Amador, Susan Carver, Stephen Duffy, John Holcomb, Debbie Jackson, Nigamanth Sridhar, Andrew Resnick**

Mathematics, Civil Engineering, Teacher Education, Computer & Electrical Engineering, Physics

College of Sciences and Health Professions  
Washkewicz College of Engineering  
College of Education and Human Services

**Operation STEM**

Develop an innovative approach to teaching health education by using gardening as a vehicle for learning about healthy eating and growth and development with specific focus on developing strategies to integrate an interdisciplinary pedagogy to enhance student engagement and learning in the course Methods and Materials of Health Education (HED 461/561).

Table 3

**Eman Tadros**

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societal and sociological problem. The focus on social and contextual factors, and larger systems that impact the decision to commit suicide and contribute to the systemic problem will be discussed. By having students stream the show they can observe signs as external societal contributions. Additionally, students are able to deconstruct the narrative and reauthor the story by creating alternative outcomes. The presenter will use Narrative Theory to apply a psychological lens to systemic, social problems. The utilization of Netflix has significantly improved the teaching of timely social problems as well as the facilitation of difficult dialogues.

Table 5

**Emily Rauschert, Ralph Gibson**

BGSE

College of Sciences and Health Professions

**Fostering study skills in an intro level biology course**

Through online quizzes, a flashcard app and online study surveys for each exam, we are working to build student's use of effective study strategies.

Table 6

**Cyleste Collins**

Social Work

College of Liberal Arts and Social Sciences

**Implementing Flipped Learning Techniques in a Graduate Social Work Course**

This poster describes how flipped learning principles and techniques were incorporated into in a graduate social work course. The strategy, logic, methods, and student feedback will be described.

Table 7

**Cigdem Slankard**

Film & Media Arts

College of Liberal Arts and Social Sciences

**Virtual Reality: Storytelling across Time and Space**

Incorporating cinematic virtual reality technology into film and media arts curriculum.

Table 8

**Joanne Goodell, Conor McLennan, Judy Ausherman, Jessica Bickel Lisa Covington, Tasha Preisler**

Teacher Education, Psychology, Health and Human Performance, Physics, Philosophy & Comparative Religion, Mathematics

College of Liberal Arts and Social Sciences, College of Sciences and Health Professions, College of Education and Human Services

**Gateway Course Faculty Learning Community**

In Fall 2018, a faculty learning community focused on applying psychological science to teaching and learning to improve student success in gateway courses attracted 13 participants from five colleges, most from the two largest colleges in the University in which most of the gateway courses are situated.





the the national NASW News of May 2018), what is innovative is to empower students to actually contribute to conceptual progress in social theory. Via their critical thinking, paraphrasing, invention of conceptual synonyms which enrich explanations of the existing theory, and application of the theory, they explain important theories in ways which contribute to our understand of these theories. These explanations are later shared with the next semester's students, after those students have made their own contributions. Additionally, as shown in three of the instructor's publications (Dover 2008, 2016b, 2019) such "class theory" has contributed to the published literature on diversity education for social justice, microaggressions and to the theorization of human injustice, human needs and human liberation.

Table 16

**Michael Wiitala, Marcus Schultz-Bergin**  
Philosophy & Comparative Religion  
College of Liberal Arts and Social Sciences

### **Team Based Learning**

The poster will focus on Team Based Learning (TBL). We see TBL as an effective way to enable students to learn how to approach questions and problems as experts in the relevant field would approach them. The relevant field for me and my co-presenter, Marcus Schultz-Bergin, is Philosophy. We will show the way we have applied TBL in a diverse range of philosophy courses. The information will be presented in a way that makes it relevant to those in other disciplines.

Table 17

**Huiwen Li, Yufei Guo, Xiaocong Ding, Shunqin Li, Wenjun Wang**  
Confucius Institute

**Maximized Language Learning "Innovations:**