



Welcome to the Inaugural SoTL@CUNY Conference!

Friday, October 14 2022

9 AM-11 AM EST

[Register Here!](#)

Please see instructions at the end of this document for joining
the Breakout Rooms of your choice during the Zoom conference!

**Presenters with an asterisk were CUNY Innovative Teaching Academy Summer 2022 SoTL Fellows*

9:00-9:15

Welcome and Opening Remarks

Annemarie Nicols-Grinenko

CUNY University Dean for Faculty Affairs and Leadership Development

Mari Watanabe-Rose

University Director of Undergraduate Education Initiatives and
Managing Director of the CUNY Innovative Teaching Academy (CITA)

Laura Baecher

Professor, Hunter College

Conference Organizer and SoTL Summer Institute Facilitator

9:15-9:25

Building a SoTL@CUNY Repository

Kristin Hart, CUNY University Dean of Libraries and Information Resources

Carousel 1

9:30-9:55

Room 1

Simulation: Focusing on Faculty and Students

*Natasha Nurse-Clarke and Brenda Hernandez-Acevedo, Lehman College

The purpose of this research study is to determine the effects that Virtual Gaming Simulation has on knowledge retention, student enjoyment, satisfaction and confidence levels among undergraduate, pre-licensure nursing students.

Room 2

Do Student-Moderated Discussion Boards Increase and Improve Student Engagement in Asynchronous Online Courses?

*Kate Moss, School of Professional Studies

Discussion forums are ubiquitous in asynchronous general education courses. This study examines whether employing a set of peer moderator roles affects the level of student engagement in discussions. This session outlines past research about peer moderation in discussions, and presents the design of the current study in progress.

Room 3

Accounting Readiness Program: Improving Outcomes in a First Semester Accounting Course

*Christina Manzo, Queensborough Community College

In a two-year accounting program students are required to take their first accounting course in their first semester. Many first-semester students are not prepared for the rigor and discipline required to be successful in an accounting course which leads to poor classroom performance and a high attrition rate in the course. Completion of the Accounting Readiness Program prior to the beginning of the class will improve student outcomes in the course.

Room 4

Designing Social Justice in a Poverty Law Clinic

*Lynn Lu, CUNY School of Law

Clinical legal education aspires to achieve social justice goals, including expanding access to legal services at a minimum. But the field, especially where focused on economic justice and inequality, can benefit from new ideas and approaches for involving students and clients in the definition, co-design, and assessment of "social justice" outcomes.

Room 5

Nature-Based Learning in Higher Education

*Nicole Kras, Guttman Community College

There have been multiple benefits of nature-based learning (NBL) with primary and secondary students, but there is minimal research on the benefits of NBL in higher education. Initial studies at Guttman Community College have shown promising findings. This presentation will share these findings and the advancement of research in this area.

Room 6

Learning from Multilingual Epicenters:

Sustaining Language-Minoritized Students' Multilingualism in Higher Education
Marco F. Navarro and Sara P. Alvarez, Queens College and Eunjeong Lee, University of Houston

This panel discusses what labor is necessary to center and sustain language-minoritized and racialized students and communities' multilingual practices against the colonial logics and structure that continues to shape educational research and practice. We situate our discussions in Writing Centers and first-year writing classrooms in Queens and Houston.

Room 7

A Multimethod Approach to Teaching the Psychology of Relationships
Cheryl Carmichael, Brooklyn College

This presentation reviews how traditional and active learning approaches were integrated to teach relationship science. Students read and analyzed primary, peer-reviewed literature; engaged in active learning exercises connected to those papers; journaled about their experiences; and participated in classroom discussions to share their experiences and reflections.

Room 8

Federal Work Study X-Site Program: Paid Fieldwork For All!
Denise Farrelly and Ivana Espinet, Kingsborough Community College

During the Fall 2021 and Spring 2022 semesters, students were eligible to receive a weekly stipend for required classroom-based fieldwork connected to their pedagogical coursework through the Federal Work Study X-Site Program. Our research examines the economic, academic, and psychological impact of paid fieldwork for community college preservice teachers during the pandemic.

Room 9

Promoting Self-Regulated Learning in the First-Year Mathematics Courses
Sandie Han, New York City College of Technology

The presentation examines the theoretical framework of the Self-Regulated Learning (SRL) and the incorporation of proactive procedures such as setting goals, implementing learning strategies, self-monitoring, self-efficacy and self-reflection in first-year mathematics courses.

Room 10

Implementing UDL in an Interactive Tutorial Design for Information Literacy
Madeline Ruggiero, Queensborough Community College

I designed an interactive tutorial that uses cognitive and non-cognitive UDL suggestions to differentiate instruction to accommodate many different modes of learning, and retain motivation. Variability in learning is the norm and students need to want to do the task, feel connected to others, and have academic confidence with support.

Room 11

The Rhetorical Value of Multimodal Composition: A Case Study
Patricia George, Kingsborough Community College

A shift to remote learning during the COVID-19 pandemic inspired pedagogy that supports developing composition and language skills through a variety of modalities. This case study examined the rhetorical value of multimodal composing practices among first-year college students with diverse academic, sociocultural, and linguistic backgrounds.

Room 12

Flipping the Classroom to Optimize Clinical Decision-Making in the Didactic Setting

Karen Arca-Contreras, College of Staten Island

Deliberate inclusion of clinical decision-making nursing skills in the didactic setting will assist students in potentially making better patient care decisions. This pilot study investigated how the flipped and non-flipped approaches to teaching impacted clinical decision-making and student participation.

Room 13

The Challenges (and Solutions) Inherent in HyFlex Teaching and Learning

Kenny Hirschmann and Gina Riley, Hunter College

There are many benefits to HyFlex teaching and learning, but there are also numerous challenges. One of the most noted challenges of HyFlex instruction is around technology. Within this presentation, we focus on challenges inherent to HyFlex teaching and learning, including physical space, technological, pedagogical, and student challenges.

Carousel 2

10:00-10:25

Room 1

Togetherness in the Virtual Classroom

*Kelly Aliano, LaGuardia Community College and *Dongshin Chang, Hunter College

Our work draws upon the concept of "togetherness" from theater and performance to innovate our writing pedagogy in online classrooms. How do we create "togetherness" in our classrooms? How does building "togetherness" impact student learning? How does a final project assignment benefit from the social aspect(s) of learning?

Room 2

Faculty Representation in OER Initiatives

*Cailean Cooney, New York City College of Technology

This is an opportunity to analyze faculty attitudes about and use of OER from a unique college setting: a comprehensive technical college that has been engaged in 7 years of OER programming across the institution. At the college there is a strong focus on technical and professional programming, including engineering where awareness and use of OER outpaces that of other HE institutions across the country. Results may inform OER outreach and programming at other applied, engineering focused institutions.

Room 3

Learning Process Letters as Ungrading

*Casandra Silva Sibilin, York College

Many professors and students are unfamiliar with and/or uncomfortable with “ungrading.” I am studying a smaller, partial, and optional intervention that consists of offering students, halfway through the semester, the opportunity to write learning process letters and self-assess grades based on effort and understanding instead of doing a traditional quiz.

Room 4

Design, Development, and Implementation of a Serious Game in an Astronomy Course

*M. Chantale Damas, Queensborough Community College

Game-based learning (GBL) is a type of game play with defined learning outcomes, which has been found to engage a diverse group of students to develop competencies and skills as they focus on the activities of the games. Results and challenges of using GBL in an introductory astronomy course are presented.

Room 5

Assessing the Impact of Local Politics on Civic Engagement

*Helen Chang

Past scholarship questions the link between civic education and civic engagement. Some studies find a causal link and other do not. The debate on whether civic education matters is unresolved. Does civic engagement increase when students learn and work on local politics?

Room 6

Creative Assignments in the History Classroom

Seth Offenbach, Bronx Community College

This presentation will explain how to utilize creative assignments in the history classroom. These assignments will offer students real-world skills and experience while helping them demonstrate historical knowledge.

Room 7

Maintaining Restorative Dentistry Student Externship Program Continuity During COVID Pandemic

Laura Andreescu, New York City College of Technology

This presentation describes the challenges for continuing the Student Externship Program during the COVID pandemic and the implementation of innovative online pedagogies resulting in enhancing students' learning experiences and maintaining their academic progress.

Room 8

Increasing Psychology 101 Student Engagement Using Open Pedagogy and UDL

Leslie Ward and Jody Resko, Queensborough Community College

This project investigated the level of student engagement in an introduction to psychology course by measuring Universal Design for Learning and Open Pedagogy designed renewable assignments against content assessment through quizzes.

Room 9

How Students' Genre Knowledge in Community College Signals Academic Success

Tanzina Ahmed, Kingsborough Community College

What is the connection between diverse CUNY community college students' genre knowledge and academic performance? This study found that classroom genres helped 104 diverse students develop rhetorical skills and reflect on higher education in varied ways. Students' experience with genres predicted their GPA such that genres to further academic development.

Room 10

Integrating Information Literacy & Course Content: Old Books & New Knowledge

Jennifer Newman and Julie Van Peteghem, Hunter College

A librarian and a literature professor collaborated to produce a series of book history lessons in order to integrate information literacy concepts into liberal arts courses. We discuss how we used these lessons in literature courses to enrich course content and provide opportunities to strengthen students' research and writing skills.

Room 11

The Pedagogy of Kindness: A New Supportive Teaching Lens

Joshua Barnes, Rachel Stern-Lockerman and Andrew Farrell, Queens College

Higher education needs to move towards a mentality of kindness in pedagogy and practice. The presenters will discuss how they implemented a process towards that through a combination of active faculty course design collaborations and a focused faculty led discussion series on the different facets of the Pedagogy of Kindness.

Room 12

So, You Want to Write an OER? Presenters Share Triumphs, Pitfalls, and Options

Yevgeniy Milmann and Jenna Hirsch, Borough of Manhattan Community College

Open Educational Resources (OERs) offer a free, viable alternative to costly textbooks. The authors share their experience and advice on finding and writing online content, creating an online platform for the content, finding videos and other resources, and working with an appropriate free online homework system to match the written content.

Carousel 3

10:30-10:55

Room 1

Ungrading with Preservice Teachers in an Educational Technology Course

*Michelle Fraboni, Queens College

Ungrading, sometimes called *going gradeless*, emphasizes learning as a process and aims to tap into intrinsic motivation to learn (Blum, 2020). It is a humanistic approach to learning that centers students, provides for multiple types of formative assessments such as peer and instructor feedback, and encourages metacognitive practices to provide a rich learning experience to promote deeper learning and retention of concepts.

Room 2

~~*Spoken Word Poetry as Qualitative Research Method*~~

~~*Crystal Endsley Taylor, John Jay College~~

(Emergency Cancellation-their sincere apologies! Their PPT will still be shared on our SoTL Website)

This presentation explores Spoken Word Poetry (SWP) as a research method and as social justice pedagogy. How can SWP function as a tool for healing-based pedagogy in the liberal arts classroom? Specifically, what can SWP show us about the ways healing-based pedagogy is linked to the pursuit of social justice for our students?

Room 3

Beyond the traditional classroom: "One-Shot" OERs in Library Instruction Sessions

*Michael Kirby, Kingsborough Community College

The bulk of scholarship on OERs deals with their use in either collegiate or K-12 classrooms. These settings are ideal because they allow for multiple sessions in which to explore and implement OERs. In comparison, scholarship on the use of OERs in library instruction (typically allotted a single session) is nonexistent. This study explores the "one-shot" OER workshop approach.

Room 4

A Visual Way to Teach why Squaring a Square Root "Cancels"

*Aradhana Kumari, Borough of Manhattan Community College

In Elementary Algebra courses there is a disconnect between students' conceptual understanding and procedural fluency. This study focuses on emphasizing on definitions of mathematical symbols to students rather than just introducing them to symbols in mathematics. I will present some examples from students' difficulty in understanding the square root concept and how we can help them understand the concept square root using visual technique, a "box" method.

Room 5

Exploring Choice-Based Curriculum and Specifications Grading's Influence on Student Motivation and Performance

*Carolyn Stallard, Brooklyn College

This project explores student reactions to a grading system influenced by specifications grading and mastery-based learning where they are given choices of assignments to complete. The goal of this project is for instructors to draw from this research and replicate it in their own online, asynchronous courses.

Room 6

A Career Development Approach to Effective Teaching Practices

Diane Price Banks, Bronx Community College

The Faculty Preparation policy is a strategy to help mentor newly hired faculty in higher education. We will discuss the policy of newly hired faculty mentored by veteran instructors to assist in the development of effective teaching practices, highlight effective teaching practices and how this policy could be implemented throughout CUNY.

Room 7

Transforming Skills-Based Literacy through Gaming

Nadine Bryce, Hunter College

With an equity-focused paradigm referred to as a culturally sustaining literacy pedagogy, a team of literacy educators examined videorecorded lessons that infused spelling games and word play for elementary learners to learn how children can use games to go beyond routinized mastery, and adapt to new learning conditions at higher and higher levels, promoting pleasurable, powerful literacy that can affirm children's identities and advance ongoing learning.

Room 8

Developing College Students' Fact-Checking Skills and Algorithm Awareness in COR100

Arshia Lodhi, Jessica Brodsky, Donna Scimeca and Patricia Brooks,
College of Staten Island and CUNY Graduate Center

We report findings from the Digital Polarization Initiative at CSI, which aimed to build information and web literacy in a general education civics course (COR100). Students (N = 306) made gains in fact-checking skills after learning about lateral-reading strategies used by expert fact-checkers and practicing evaluating online content about current events.

Room 9

Research as Me-search: Nurturing educators' self-identity through research methods classes

Claudia Cali, Queens College

In this presentation, I analyze assignments and classwork of graduate students in music education enrolled in my research methods class, as a means for developing students' self-identity as educators through a progressive constructivist teaching approach. Designing and implementing mini-research projects become for students a meaningful metaphor of teaching and learning, a "me-search" experience, a means for understanding who they are, and who they want to become as music educators and teachers.

Room 10

Leveraging COVID-19's Initial Impact to Improve Adult Education Programs

David Housel, LaGuardia Community College

This presentation is from a study that explored COVID-19's impact on adult learners' educational journeys. Leveraging their lived experiences to inform trauma-responsive responses (Gross, 2020) enabled the presenter to identify ways that teacher preparation, instructional practices, and programmatic policies could be modified to address these learner's complex needs more effectively.

Room 11

Science Interest and Science Identity in Underrepresented Minority Urban Undergraduate and High School Geoscience Students

Rondi Davies, Queensborough Community College, Jessica Wolk-Stanley, Landmark High School, Victoria Yuan, Franklin D. Roosevelt High School and Julie Contino, American Museum of Natural History

We measured science interest and science identity in a group of 179 Earth science students from one New York City community college and two high schools. We found that students had a strong inherent interest in science. However, science identities are lower indicating that work needs to be done in developing students' science identities in order to attract these students into STEM.

Room 12

Empowered Teaching and Learning Through Ungrading: The Community College Experience

Jennifer Corby, Kingsborough Community College, Nicole Kras, Guttman Community College, Grace Pai, Queens College, Dusana Podlucka, LaGuardia Community College, and Midori Yamamura, Kingsborough Community

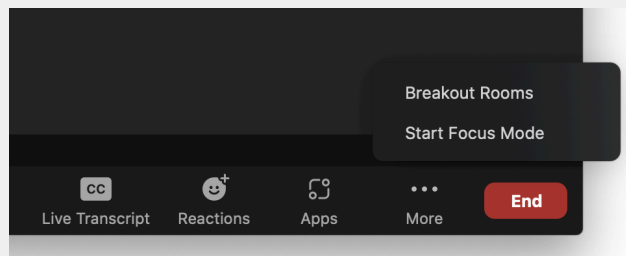
"Ungrading" is a growing movement in higher education. It critically questions the conventional grading system by challenging commonly used practices like learning outcomes and rubrics. In this talk, five CUNY faculty share how they applied and assessed ungrading in a range of community college courses and introduce students' learning experiences.

INSTRUCTIONS for Participating in this Conference via Zoom

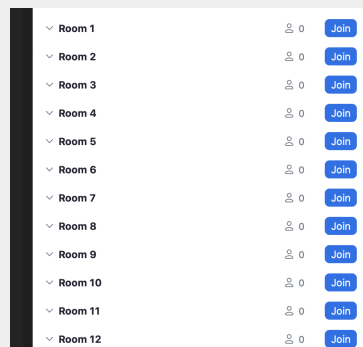
1. **Update your Zoom to the latest version.** The link [here](#) will provide instructions, or go to your Zoom account and check for updates.
2. **Find your join link.** Check your emails for an email from Zoom which will include your unique join link.
3. **Review the program to select your Breakout Rooms.** When it is time to choose your Breakout Rooms for the sessions, you will select the room you want to be in at each of the three start times: 9:30, 10:00 and 10:30. Note the Room numbers on this program correspond to the Breakout Room numbers.
4. **Join and move to desired Breakout Rooms.** You will not be placed automatically in any rooms—you will need to actively choose to join the Breakout Room sessions on your Zoom. Below are screenshots of that process from a computer and from a phone/tablet.

Choosing a Breakout Room from the computer:

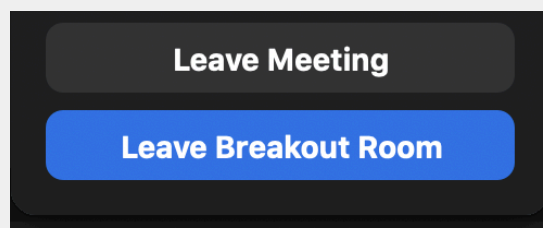
Look at the black toolbar on your Zoom screen. On the bottom right you will see “More”. Click there.



From the list of Breakout rooms, choose the one you want to join, and click on join. When you want to leave one room and go to another room, repeat the above process. Do not click “leave meeting” – go back to the list of breakout rooms.

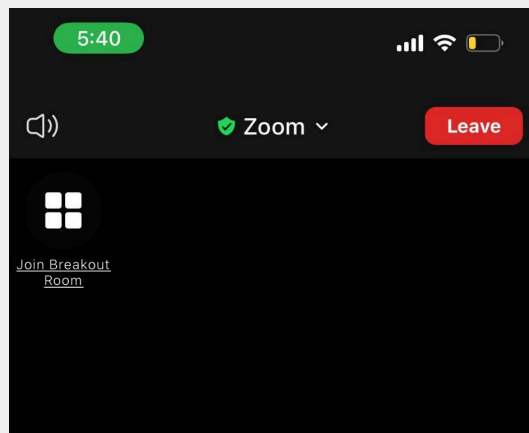


If you need assistance and want to rejoin the main session, click on “leave room” but be careful not to click on “leave meeting”. Choose “leave meeting” when you want to exit the Zoom entirely.

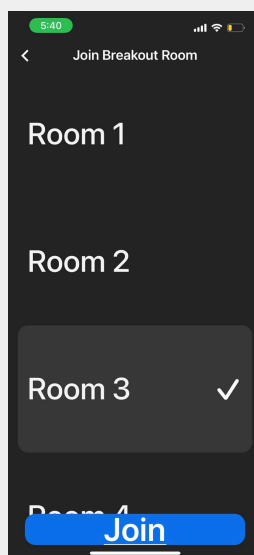


Choosing a Breakout Room from a phone or tablet:

Look for the 4-square icon to “Join Breakout Room” on your Zoom screen. Click there.



From the list of Breakout rooms, choose the one you want to join, and click on join. When you want to leave one room and go to another room, repeat the above process. Do not click “leave meeting” – go back to the list of breakout rooms.



If you need assistance and want to rejoin the main session, click on “leave room” but be careful not to click on “leave meeting”. Choose “leave meeting” when you want to exit the Zoom entirely.

