



NED Teaching and Learning Conference

2024 Session Abstracts

The 2024 Network for Educational Development (NED) Teaching and Learning Conference is an opportunity for Minnesota State educators to share their evidence-based experiences and learn from each other as we explore the theme *Guides for the Educational Journey*.

Learn more and register at MinnState.edu/NEDconference.

The conference will be held both online and at Metro State University, providing flexibility for faculty to attend in a way that suits them best.

In-Person Attendees

In-person attendees can attend all sessions. Quiet spaces will be provided at the conference space to accommodate those who want to attend online breakouts. Attendees will need to bring their own headphones and laptop or mobile device to access these sessions.

Online Attendees

Online attendees will have access to online breakouts and the keynote address.

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In-Person Sessions

AI Caramba! Synthetic Media and Actual Teaching

Minneapolis College

Interactive Session

Abstract: AI You Kidding Me? A Critical Assessment of Where We Are Right Now

It's been almost two years since the splash debut of ChatGPT and the jury's still out on how generative AI will change society. There are signs of bubble-bursting and diminishing returns, along with serious concerns about disinformation, security and ethics. We will discuss what educators need to know about the risks and benefits of using "copilots," chatbots, and image generators for their own work. Additionally, we'll cover important knowledge for students about how these tools actually work and the implications of using them. We'll provide critical perspectives to share with students on AI's 'black box' of unaccountable information sources, corporate lock-in, racial and gender bias, surveillance, artists' rights, and the future of "truth." Finally, we'll discuss practical assignment ideas for imparting a deeper understanding of AI.

Can We Do Better Than QM and OSCQR?

Winona State University

Roundtable Discussion

Abstract: The prominent quality rubrics (Quality Matters and Open SUNY Course Quality Review) have been widely used across higher education for 2 decades. They are regularly updated and each addresses the expected standards related to course design. These rubrics, however, are necessarily generic. They do not address issues of inclusive teaching, universal design for learning, or importantly institution-specific criteria or references. Our institution-specific course (re)design checklist improves upon the traditional rubrics by focusing on areas for improvement through an action plan and specific recommendations, by including D2L Brightspace-specific criteria and references, by being immediately responsive to national and local trends and requirements, and by incorporating elements of universal design for learning and inclusive teaching (aimed at reducing barriers to student success for all students). Additionally, this homegrown product is free to use. This checklist is designed to be used as a formal review tool and an informal self-assessment tool and can be used for any course delivery modality.

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Creating Effective Learning Circles for your Faculty and Staff

Metro State University

Interactive Session

Abstract: This session will focus on the research, planning, and implementation of “Educator Learning Communities (ELC)” at Metro State University. These ELCs are composed of faculty and staff who agree to meet three or more times each semester to study a common topic of interest (e.g., anti-racist grading, improved online instruction, microaggressions), aligned with improved teaching and learning. It will share the articles read by the advisory committee (pre-implementation), the structure of ELCs, the rollout, the implementation (including resources), and the lessons learned along the way. This hands-on workshop will also give attendees an opportunity to participate in an abbreviated Educator Learning Community of their own!

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Creating Engaging and Culturally Responsive Discussion Boards

Metro State University

Roundtable Discussion

Abstract: Discussion boards can be a powerful modality for students to strengthen critical thinking regarding the course content. This is particularly important for future mental health and behavioral providers. Furthermore, to encourage connection, collaboration, and sincerity, instructors might need to arrange discussion boards differently. The purpose of this project was to adjust discussion boards for graduate students in applied behavior analysis. First, the instructor asked students to submit video-based responses throughout the semester, alternating every other week with text-based discussions. Second, the instructor developed a structured rubric for evaluating discussion responses to determine the extent to which students are culturally responsive in their submissions. Finally, we evaluated students’ preferences for the adjusted discussion boards. Graduate students preferred the video-based discussion boards; minimal increases in culturally responsive conversations (as measured by a rubric) were present. Implications of the effectiveness of these teaching strategies will be discussed as well as future directions.

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Developing Assignments Incorporating Generative AI

Winona State University

Interactive Session

Abstract: Generative artificial intelligence (GAI) tools are becoming increasingly commonplace in education and many workplaces. For example, in the field of chemistry, use of GAI is forbidden for some tasks, but many professionals are using it for writing, research help, and augmentation of some practical laboratory tasks. Surveys by our department suggest that many students lack basic knowledge about these tools, and student views of them are mixed. During the 2023-24 academic year we developed several assignments designed to inform students about GAI and help them assess its usefulness for writing and research tasks. We evaluated the success of these exercises using students’ submitted work and anonymous surveys. This project builds on our previous work assessing ChatGPT version 3.5’s ability to generate laboratory reports across the Chemistry curriculum. In this session,

details and results from our research will be presented. Although this research was done in the field of chemistry education, content is applicable to other areas. Participants will discuss where they see GAI being used by professionals working in their own disciplines, what they believe students should know about these tools, and their own ideas for assignments incorporating GAI.

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Disability Justice: from individual right to collective power

St. Cloud State University

Interactive Session

Abstract: The disability rights movement, including conversations about access and inclusion for disabled folks in education, is rooted in a predominately white, middle-class experience. In recognition of the hierarchy of power that exists in society and within the disabled community, disability justice works to interrupt harmful systems of oppression prioritizing those who are multiply marginalized. By elevating the voices of disabled women, disabled people of color, immigrants, LGBTQ+ people, people who are houseless and incarcerated, and people who have had their ancestral lands stolen, educators can create a more accessible and equitable learning experience for everyone and reduce equity gaps.

This interactive session explores key differences between disability rights and disability justice in higher education. Educators are empowered to recognize and challenge ableist expectations, practices, policies and remove barriers for learners with disabilities and other intersecting identities. The goal of this session is to inform, offer space for reflection and conversation, and offer tools to address inaccessible education.

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Engage, Connect, Transform: Virtual Circles for Collaborative Learning

Minnesota State College Southeast

Roundtable discussion

Abstract: Revolutionize your online learning environment by integrating virtual circles, designed to transform discussions into dynamic spaces of collaboration and engagement. This session explores the power of combining structured academic discourse with the richness of personal connections within virtual spaces. Participants will learn how to facilitate discussions that not only deepen understanding of course content but also foster a sense of community among learners. Discover innovative strategies to enhance engagement and leverage the collective insights of your students. Experience firsthand the profound impact of shared knowledge in creating an interactive and supportive online learning experience.

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Examining Military Service from the Margins

Minneapolis College

Interactive Session

Abstract: What is changing about our military/veteran scholars on campus? The estimated enrollment across the system ranges from 6,682 – 11,483 students (FY2008 – 2022). This panel will spark dialogue among participants and examine the military service of female, Black, American Indian, LGBT, and immigrant service members. Facilitated by Discussion Leaders (active service members or Veterans), explore guiding questions framed by the humanities to examine and better understand how race, class, gender, sexuality, and religion have caused the military service of some individuals to be devalued or limited in some capacity.

Discussion Leaders will also share practical strategies for supporting military and veteran students and their family. The main focus is to foster dialogue and strengthen civil-military understanding on our campuses, and beyond!

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Flexible Teaching and Learning Panel

Century College

Interactive Session

Abstract: In this panel, faculty from across the system will share their experiences with Flexible (HyFlex, multi-modal, bimodal, trimodal) teaching and learning. Panelists will have the option to answer questions on benefits and challenges, course delivery strategies, participation, skills and knowledge, technology and accessibility, and lessons learned. Panel members who were involved in the May 2024 Exploring Flexible Course Delivery opportunity will also share highlights from the training, to include ideas, strategies, and resources.

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Fostering Racially Conscious Leadership: Pedagogical Strategies and Practices

Minnesota State University, Mankato

Interactive Session

Abstract: A panel discussion focusing on pedagogical teaching strategies used for developing racially conscious education leaders. This conversation will discuss crucial topics, including applying the Courageous Conversation protocol, the principles of Critical Race Theory, techniques for fostering an antiracist mindset, and ethical considerations for academic integrity.

Attendees can engage with the panelists, exploring practical approaches and best practices for integrating these strategies into educational settings. This panel aims to empower educators with the tools necessary to nurture inclusive learning environments and cultivate future leaders committed to social justice and equity.

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How do we grade with equity in mind?

Anoka-Ramsey Community College

Interactive Session

Abstract: Good class design relies on determining authentic learning outcomes, building learning activities to help students learn the materials, and then assessments that measure how well the outcomes were achieved. Thus, a considerable amount of an instructor's time is spent working on assessment and grading. Yet, many of us have done little to examine the grading schemes that we use. This past fall, a cohort of us read "Grading for Equity" and began to experiment with different ideas related to grading and schemes to grade. In this panel discussion, we will share some of our ideas and how we implemented them using D2L. We will then divide participants up in groups to discuss ideas that might work for them. Panel members will help answer questions and provide guidance throughout.

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Introducing Contemplative Pedagogy to Peace Officer Students

Hennepin Technical College

Poster Session

Abstract: This study explores peace officer student experience of contemplative pedagogies in a required Race in America class. Students were regularly exposed to assignments and in-class activities that fall under the umbrella of contemplative pedagogy. Previous studies indicate the value of mindfulness for well-being, empathy, bias reduction, focus and understanding. A course pre-survey provided a snapshot of incoming experience with and attitudes toward various mindfulness practices. A post-survey measured student responses to the specific contemplative activities employed in the class, and their attitudes toward mindfulness going forward. Results show that students were likely to see the value of mindfulness for their future careers, but were less likely to see themselves exploring mindfulness practices. Students were more positively united in their response to activities that were focused outwardly to promote understanding of text, images or perspectives, but were split on the benefit of activities that required them to focus inwardly.

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Learning to Learn: How Content Instructors Can Embed Study Skills into Introductory Classes

Inver Hills Community College

Interactive Session

Abstract: Students from marginalized communities may underperform in classes because they have underdeveloped study skills. Because these students "don't know what they don't know" and because they may struggle with barriers such as poverty and resource insecurity, they don't seek help to develop their skills. Faculty may not know how to help students develop study skills or they may feel they do not have time to explicitly teach them. However, it can be argued that, not only is it possible to embed foundational study skills such as notetaking and time management strategies into class activities and assignment design, but that doing so is an equity practice. This session focuses on specific in-class strategies faculty can use to improve student notetaking, foster more effective homework sessions and embed time management strategies into multi-part projects such as research papers.

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Practical Strategies for Simultaneously Implementing Universal Design for Learning and Culturally Sustaining Pedagogy

Dakota County Technical College

Interactive Session

Abstract: Universal Design for Learning (UDL) and Culturally Sustaining Pedagogy (CSP) are often presented and discussed as distinct from one another even though they share the common goals of removing educational barriers, creating equity, and viewing student differences as strengths rather than deficits. In this session, participants will learn practical strategies for integrating these two pedagogical frameworks into their curriculum simultaneously. Common concerns that often prevent instructors from implementing UDL and/or CSP will be discussed as well, such as: How do I provide flexibility for students without doing a ton of extra work? How do I maintain course rigor? How do I maintain "fairness" for all students? Won't too much flexibility make students ill-prepared for the "real world"?

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Student Reviews Driving Change in the Online Environment

Lake Superior College

Interactive Session

Abstract: The Student Review process at Lake Superior College has provided thorough, insightful, and game changing information for faculty in how best to make online courses easy to navigate, clear in their presentation of resources, accessible, and inclusive. This presentation will describe both the

process used in recruiting and training the students reviewers, performing the reviews, consolidating the information, meeting to provide faculty feedback, connecting faculty with training, and the changing of the courses after the reviews. The D2L course shell created for the project will be shown and the documents used for various activities will be available to the participants. It will also describe some of the more general feedback that has come from those reviews that can be applied to any online course to help improve student satisfaction.

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The How (and some Why) of making Ungrading a Part of Your Courses

Lake Superior College

Interactive Session

Abstract: Equitable grading practices can mean many things, but one of the most “extreme” is removing grades altogether (“Ungrading”) until the end of the semester. Theories abound, but practical concerns can stop instructors from utilizing Ungrading. Questions arise, such as, “How do we assure students are meeting course outcomes?”, “How do students stay motivated to learn?”, “How does this work for online courses?”, “How can we tell students are learning without points?”, and “Will students do the work if there aren’t grades attached?” It sometimes takes those who are using Ungrading to help those who have questions get the answers they need to feel comfortable moving forward with it. Presenters will share resources and processes they’ve used to implement Ungrading in both online and on-campus classes.

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The Importance of Instructor Presence in the Online Classroom

Minneapolis College

Interactive Session

Abstract: You can leverage the power of instructor presence to strengthen relationships with students and enhance communication and engagement in your online courses. The efforts that we make to connect with our students in our online courses can increase student success. In addition, instructor presence in online courses is also central to a set of regulations from the federal Higher Education Act that cover distance learning. In this session you will explore the concept of instructor presence, its importance for student learning in online asynchronous courses, and its relationship to the U.S. Department of Education’s regulations on distance learning. You will also discuss and share ways that you currently create instructor presence in your online courses, and brainstorm ideas for how you might enhance your instructor presence.

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The Life Cycle of an Equitable Intervention

Normandale Community College

Interactive Session

Abstract: While most of us understand “why” we need to diversify our curricular and pedagogical practices to serve all students, we are much less clear on “how” to do it. This hands-on workshop will guide participants through the steps required to identify an equity problem, design and implement an academic intervention, and measure the outcomes of that intervention. Additionally, the session will provide guidelines to help faculty systematize their efforts to allow for continuous improvement and the development of a departmental culture of equity inquiry.

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UDL: A Paradigm Shift for Teaching

Minneapolis College and Anoka-Ramsey Community College

Interactive Session

Abstract: This interactive session will provide an overview of UDL (Universal Design for Learning) and help you get started with a plan to improve an assessment, teaching material, your class policies, learning activity, or project. We will explore the why, the what, and the how of UDL and learn how UDL creates more accessible and equitable learning classrooms and attitudes. We will focus be on the UDL interactive guide and its organization to help us understand how to coach our students to become expert learners. Come join us to begin the transformation to the UDL approach in the design and implementation of deeper learning for each of your students.

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Using Structure to Improve Learning

Winona State University

Roundtable Discussion

Abstract: Embrace structure. Hogan and Sathy (2022) argue that the key to bringing in traditionally underserved students is to create more structure in class. Structure provides students with information about how to approach the course. Structure is part the intention work of inclusive teaching. Structure may show up as guided readings, lesson objectives, or transparency. Structure may also be the use of templates and common course design elements. This session will focus on using Brightspace to build structure, consistency, and predictability. Using Brightspace templates increases engagement, self-efficacy, motivation, and social presence while reducing cognitive load. This session will bring examples and ideas for small-scale and large-scale implementation.

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Online Sessions

AI Tools for Quality Course Design: Improving the Student Learning Experience

Metro State University

Interactive Session

Abstract: Faculty and instructional designers are recognizing the strategies artificial intelligence (AI) applications can deliver significant learning to courses. In this session we examine how AI tools can be used in course design, enhance assessments and learning activities, and ways to save time so they can focus their time on teaching students. The focus is to provide practical ideas where the AI is used for quality achievement, using artificial intelligence to develop and expand human intelligence. Participants will consider the latest pedagogical best practices that will increase student learning and skill development needed for their careers and will have the opportunity to share their own practices during the session. Specific examples of course design ideas for assessments and rubrics including self-assessments, student assignments using AI, resource creation, and teaching and learning strategies to increase engagement and higher-level thinking are presented. Deeper dive resources are offered for participants just-in-time future learning.

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Barriers to Implementing Trauma-Informed Education Practice in Higher Education

Century College

Roundtable Discussion

Abstract: Trauma-informed education practice has become a prominent topic in the conversation on how to support the whole student. Yet, barriers remain in terms of how to implement trauma-informed practice at an institutional level. Such barriers include misconceptions of trauma, resistance to change, and legal/ethical concerns, to name a few. This session will open the conversation on how to best support students using a trauma-informed framework at the institutional level.

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Building the Foundations: It's in the Library!

St. Cloud Technical and Community College

Interactive Session

Abstract: Too many students are entering college without the foundational skills of basic information literacy: they struggle to find good sources, or to do basic citation, or to differentiate good sources from bad. Partnering with the librarian at your school lets you focus on the content of your class and lets an expert in finding and using information help your students. Librarians can come to your class, you can visit the library, or give projects your students could do to build their library skills. It does not

matter what your content area is – your students will be stronger in your class, and stronger after they graduate, if they have the opportunity to build skills now. Incorporating information skills into classroom work can help students to have a stronger performance in that class – and every class! Let's discuss partnering with librarians, and some specific skills and projects your students could undertake.

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Inclusivity: Engaging All Your Students

Metro State University

Interactive Session

Abstract: This session will provide two aspects for student learning engagement. The first focuses on designing courses to provide the best learning for introverts, extraverts, and ambiverts. Faculty and instructional designers will have time to analyze a course of their own to apply the learning provided to deliver quality learning for all. This highly-rated session has been a very popular presentation at national conferences. The second topic focuses on evaluative triangulation to better assess significant learning. Participants will analyze the use of a variety of learning activities and assessments to choose multiple means to assess outcomes to provide a broader and truer measurement of student achievement. Examples of evaluative triangulation will be provided for participants to consider as takeaways.

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Incremental Approaches to Ungrading

Minnesota State University, Mankato

Interactive Session

Abstract: This session will introduce an Un-Grading Certificate offered for faculty development at Minnesota State University, Mankato. The presenters developed the certificate as a way to introduce faculty across disciplines to alternative assessment methods for their classes through an equity lens. The certificate introduces ungrading incrementally so faculty can make small, medium, or large changes to their assessments based on their needs. Session attendees will be introduced to the concept of ungrading, learn about the context of the Un-Grading Certificate, explore various approaches to and techniques for ungrading, including labor-based grading contracts, specifications grading, and mastery grading; and discuss critiques of ungrading. The session will conclude with ample time for discussion so attendees might take away actionable ungrading techniques for use in their own classes.

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Innovative Approach Fostering Inclusion: Eliminating Barriers and Promoting Equity for Nurse Aide Students

Minnesota State University, Mankato

Poster Session

Abstract: The global pandemic attributed to the mass exodus of nurse aides triggering critical shortages and jeopardizing patient safety (Bourgault, 2022). Nurses and aides account for greater than 80% of direct patient care emphasizing the dire need to devise pathways from the nurse aide role into nursing (Slaugh et. al., 2018). Innovative approaches are demanded to foster equity and mitigate barriers in nursing aide education. Historically predetermined academic benchmarks halting advancement into the program coupled with financial constraints are two salient arguments expressing inequality. Leaver et al., 2022 assert the pandemic changed the landscape of healthcare education demanding flexibility and recontextualization to foster inclusion. The adapted lens demands educators have the responsibility to teach methods to dismantle systemic racism (Reed et al., 2020). Dickson (2022) argues that the American Nurses Association Code of Ethics guides nursing actions and behaviors, foundational guiding practices for eliminating disparities and inequities. Promoting equity and inclusion by removing barriers was demonstrated with academic excellence in one state. The study findings presented two overarching emergent themes that exhibit justification for redesigning health science programs. Waiving academic benchmarks that pre-labeled students as unlikely to succeed in the program during the pandemic exemplified many candidates did possess the skills and intellect to be successful in the programs. Historically excluded from the programs they were never allowed to prove themselves. Financial constraints were the second finding the study revealed that was a barrier for qualified students to advance into the profession to serve patients filling the critical shortage.

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Making Open Educational Resources Accessible

Century College

Roundtable Discussion

Abstract: Open Educational Resources (OERs) can be an excellent way of providing students with alternatives to textbooks. However, accessibility remains a concern in making sure that all learners can benefit from them. OERs may lack accessible text, images, and readability, particularly for students with disabilities. Moreover, some disciplines that make extensive use of formulas and diagrams can present formidable barriers in making such OERs accessible. The presenters will outline the common challenges involved in making OERs accessible and the resources that are available to instructors to mitigate such challenges. Making OERs accessible also has implications for instructors who wish to certify their courses through Quality Matters, which considers accessibility as one of its general standards for certification.

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Toward an Anti-Racist, Trauma-Informed, and Feminist Approach to Pedagogy

Minnesota State University, Mankato

Interactive Session

Abstract: In classrooms, students arrive with their entire beings, including bodies, emotions, and neurosystems, often carrying traumas from microaggressions, racism, and conflicts. Instructors play a vital role in addressing these issues to create an inclusive learning space. This presentation explores the social and cultural construction of emotions and traumas, fostering a deeper understanding of students' diverse experiences. It also highlights the importance of recognizing that instructors bring their dynamics into the classroom, which can unintentionally discriminate against traumatized students. An anti-racist, trauma-informed, and feminist approach to embracing diverse bodies in the classroom is introduced, emphasizing the roles of triggers and traumas. Redefining educational dynamics promotes inclusivity and a deeper understanding of the diverse perspectives brought by both students and instructors. This session invites participants to consider how addressing these behind-the-scenes issues can create a supportive environment that benefits all learners.

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