

The page is decorated with several colorful, multi-faceted lightbulb icons in shades of yellow, green, and purple, scattered across the top and sides. The background features a gradient from light green at the top to teal at the bottom, with abstract, overlapping geometric shapes and a white curved line near the bottom.

*Conference on General Education,
Pedagogy, and Assessment*

The Innovation Imperative

**Empowering, Celebrating,
and Rewarding Campus
Change Agents**

February 9-11, 2023
New Orleans

In-Person Program

AAC&U

Conference Program



**2023 Conference on
General Education, Pedagogy, and Assessment**

***The Innovation Imperative:
Empowering, Celebrating,
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PRELIMINARY PROGRAM – IN-PERSON EVENT

**February 9-11, 2023, New Orleans, LA (In-Person)
February 15, February 22, and March 1, 2023 (Virtual)**

learning, and an ePortfolio. UF Quest emphasizes the importance of creative and meaningful coursework tackling important and timely issues, and in facilitating transdisciplinary connections and experiential opportunities both inside and outside the classroom. An icebreaker will start the session, followed by three Pecha Kucha presentations that weave together the UF Quest experience. Participants and attendees will then participate in shared discussion focused on best practices for faculty-student engagement, meeting general education SLOs, experiential opportunities on and off campus, and student milestones.

Session 8 – Dialogue for Learning: *Redesigning Gen Ed Science Courses to Provide Students the Skills They Need*

- Christopher Murphy, The College of New Jersey

The COVID-19 pandemic has brought into sharp focus the need for a science-proficient citizenry, but general education sciences courses often focus on transmitting to students the most important concepts of a discipline, rather than training engaged citizens. Through small-group and collective discussion, participants in this session will explore how the goals, structures, and pedagogies of general education science courses can be redesigned to provide students with the skills they need to apply scientific knowledge and reasoning in their personal, civic, and professional activities. Participants will learn about successful approaches from fellow participants and the facilitator, and as a result, will be ready to engage in redesign efforts, either in their own courses or as part of larger-scale curricular revision.

Session 9 – Dialogue for Learning: *Championing Teaching and Learning Beyond the Pandemic*

- Terri Matiella, Claudia Arcolin, and Cynthia Roberts, University of Texas at San Antonio

The pandemic transformed all of our teaching in one way or another. The Champions structure, initially put into place to help faculty transition to an online environment, has evolved into a place for pedagogical discussions on how to best help faculty and ultimately students in the College of Sciences at the University of Texas at San Antonio, and produce resources to do so. We have seen the power of a community of practice overcome the sense of isolation and burnout. Takeaways from our lessons learned can help session participants create a safe space where faculty feel comfortable taking risks and can rely on a peer support network.

Session 10 – Dialogue for Learning: *Innovation at Scale: Adopting Universal Design for Learning Across Campus*

- Thomas J. Tobin, University of Wisconsin—Madison

Most of us know how to implement universal design for learning (UDL) in individual activities, courses, and service interactions. But how do we go from having a few people who know a lot about inclusive design to helping everyone to know and do a few keystone practices based on the UDL framework? In this interactive session, you will learn how the principles and checkpoints in the UDL framework translate into all-campus action plans for UDL along three strategic pillars of access, inclusion, and predictability. You will take away models for attracting funding, resources, and time for systemic UDL application.