==(below list in alpha order by title)==

Title: Academic Integrity and AI
Description: In this session we will explore the opportunities and risks generative AI presents to student work and the University's Honor System. We will discuss ways to adapt assessments (incorporating or excluding use of AI according to learning objectives), how to look for signs of inappropriate use of AI, and how to report it when necessary.
Facilitator(s): Connie Bayliss
Affiliation(s): Academic Integrity

Title: AI Literacy in Five Minutes: Mini Lessons for the Classroom
Description: Whether you see AI as a force for help, harm, or something in between, the presence of AI in the classroom is a lot to tackle. How can we help students to think critically about AI and make conscious choices in its use? Come to this session to try out AI literacy mini-lessons developed by librarians and walk away with bite-sized activities for your class. Our goal is to help educators and learners find balance through intentional decision-making, and practice skills like spotting AI in the wild, fact-checking information, and considering the ethical and environmental impacts of AI usage.
Facilitator(s): Kirsten Dean, Julia Feerrar, Kelsey Hammer, and Katlyn Griffin
Affiliation(s): University Libraries

Title: AI-Powered Accessibility: Improving Course Design for All Learners
Description: Speakers will showcase AI-driven tools that improve accessibility, such as auto-captioning, real-time translation, and text simplification. This workshop will highlight how AI can generate accessible materials to reduce cognitive load, including alt-text for images and summarized content, and demonstrate AI-enhanced learning management system (LMS) features that support inclusive teaching.
Facilitator(s): Pearl Xie, Kimberly Loeffert, Amy Allen, Will Fox
Affiliation(s): Technology-enhanced Learning and Online Strategies (TLOS), College of Architecture, Arts, and Design, College of Liberal Arts and Human Sciences

Title: Authentic Assessment
Description: How do we as instructors know when learners have gained the professional skills necessary to be successful professionals after graduation? In this session, we'll discuss what authentic assessment looks like and potential ways to integrate the practice into classes.
Facilitator(s): Nikki Lewis
Affiliation(s): Honors College

Title: Beyond Compliance: Where ADA Title II Requirements Meet UDL Excellence in Higher Education
Description: With new ADA Title II requirements on the horizon, are you looking for a meaningful place to start? This session highlights how accessibility efforts can elevate the learning experience for all students by using Virginia Tech's C.A.L.M. (Choose Accessible Learning Materials) campaign as a practical and approachable framework. Through the lens of Universal Design for Learning (UDL), we'll explore how accessibility can move from a compliance task to a driver of high-quality, student-centered course design. Participants will leave with actionable strategies rooted in both legal guidance and educational best practices that can be adapted to a wide range of teaching contexts.
Facilitator(s): Mark Nichols, Pearl Xie, De Harman
Affiliation(s): TLOS Accessible Technologies

Title: Beyond the Lecture: Designing Engaging Educational Media Through Effective Scripting and Storyboarding

Description: Delve into the media production process that explores practical techniques to transform traditional course content into engaging educational media. This 45-minute session explores the fundamentals of script development, and visual storyboarding—essential skills for creating media that enhances student engagement and learning outcomes.

Facilitator(s): Ian Griffin and Brooke McGowin

Affiliation(s): TLOS

Title: Leveraging Communities of Practice for Professional Growth

Description: Can your work as faculty feel isolating? Do you find it difficult to stay informed about best practices in teaching or supporting students? Starting a Community of Practice (CoP) can empower a group of people who share a common concern, set of problems, or interest in a topic, and it can provide you with a network of practitioners supporting common work in teaching. CoPs can also foster meaningful professional development, improve knowledge, maximize resources, and stimulate creativity! Come learn about CoP models, their benefits, and how they can be used to support faculty communities. In this session, you will learn from cross-campus partners who built a peer education-focused CoP to address a campus need and leveraged their community to share resources and knowledge.

Facilitator(s): Christina Fabrey, Amber Smith, Lauren Thomas, Matt Ebert

Affiliation(s): Student Success Center

Title: Community and Belonging in the Classroom

Description: Faculty across the nation have reported unprecedented levels of disengagement among students evidenced by increased absenteeism, reduced motivation to complete assignments, and diminished participation in class discussions. Since the summer 2024, the Community and Belonging Faculty Innovation group has collaborated to design engagements and resources that will build our understanding for why students disengage and what belonging looks like for them. This session will share some of the resources and new knowledge in development, including micro-learning videos featuring Virginia Tech faculty sharing their best practices for building community and belonging in the classroom.

Facilitator(s): Michele Deramo

Affiliation(s): Office of the President

Title: Compassionate Response to a Crisis

Description: While the goal is to intervene before a crisis ever happens, it is unfortunately not always possible. In this session, we will primarily focus on how we can support individuals experiencing a mental/emotional health crisis. We will explore the use of de-escalation techniques, listening skills, and access to 24/7 resources, while maintaining a lens of compassion for the individual and ourselves. You should leave this session with a few specific tools to help you during these difficult situations.

Facilitator(s): Dave Andrews

Affiliation(s): Hokie Wellness

Title: Creating Stable Moments in Turbulent Times: Brief Tips from our Campus Wide Community Resiliency Model Framework for Use in Your Course

Description: The average 20 year old today was just 11 years old in 2016 when the smartphone reached saturation, the Paris Accords were signed, and US politics reached new heights of instability. How do we help the modern student inundated with stressors, while we as faculty/staff are also going through our own activation? The Community Resiliency Model is taught in 77 countries around the world and Virginia Tech has brought it to our campus, for all of us to have shared language and skills

that are brief, actionable, and connecting in the moment. This presentation will be focused on specific techniques that you can use in your course (and you don't have to be a therapist!) to first normalize the range of our stress responses we possess, while also encouraging us and our students to stabilize enough to return back to learning and engagement.
Facilitator(s): Erica Coates
Affiliation(s): Cook Counseling Center

Title: Ditch the Scantron: Streamlining Exams with Gradescope Bubble Sheets
Description: With DataLink Scanners sunsetting in June, VT faculty can prepare by mastering scantron's replacement: Gradescope. In this workshop, we will walk through the process of administering, scanning, and grading Gradescope Bubble Sheet exams.
Facilitator(s): Ginny Clark
Affiliation(s): Technology-enhanced Learning and Online Strategies (TLOS)

Title: Drawing Lines in the Sand: Create Your Own Zen Garden
Description: Authenticity requires us to show up for ourselves and recognizing what we need to make that happen. We will discuss ways to practice self and situational awareness using the Community Resiliency Model and explore healthy boundaries we may set for ourselves. Participants will build and design a complimentary Zen Garden they can use and keep to continue practicing skills learned through this session.
Facilitator(s): David Andrews and Erica Coates
Affiliation(s): Hokie Wellness and Cook Counseling

Title: Empowering Autonomy: Guiding College Students to Master Independent Learning
Description: Explore the science of independent learning in higher education during this interactive session designed to help instructors enhance student self-reliance and confidence. Learn about our empirical research, interactive workshops, and the ongoing evolution of our educational strategies developed in the School of Neuroscience and Psychology Department to improve student outcomes. Participate in sample activities and engage in discussions to discover options for incorporating these themes into courses across multiple disciplines.
Facilitator(s): Jennifer Rainville and Kendria Mason
Affiliation(s): School of Neuroscience and Undergraduate Education

Title: Empowering Students for Real-World Challenges: Building Community and Collaboration through PBL
Description: In this workshop, faculty will explore how Project-Based Learning (PBL) can be used to cultivate a sense of community, enhance collaboration, and connect course content to real-world challenges. Participants will engage in practical strategies to design and implement PBL experiences that empower students to take ownership of their learning while developing essential critical thinking, problem-solving, and teamwork skills.
Facilitator(s): Hannah Harris and Franca Del Signore
Affiliation(s): CETL and AEL

Title: Empowering Students to Tackle Controversial Issues with Confidence and Civility
Description: In a time when public discourse related to politics and controversial topics is "dangerously incendiary" (Fisher, 2022), it is increasingly important for students to develop communication and problem-solving skills that build consensus. Participants in this session will learn how the presenter uses the Farm Bureau Discussion Meet format to help students engage in discussing solutions for controversial issues facing their industry, thereby building student confidence, and promoting civility.
Facilitator(s): Rose Jeter
Affiliation(s): Agriculture Technology Program

Title: Enhancing Student Engagement with Hypothesis
Description: Join us for an interactive session exploring how Hypothesis, a collaborative web annotation tool, can enrich student engagement and deepen learning. We'll begin with a hands-on activity that introduces Hypothesis from the student perspective, followed by a live demonstration of its core features and integration with platforms like Canvas. You'll hear real-world examples from instructors at Virginia Tech who have successfully used Hypothesis to foster active reading, support inclusive participation, encourage peer-to-peer interaction, and build stronger connections between students and course content. Along the way, we'll share practical tips, creative use cases, and strategies for using Hypothesis to create more engaging and reflective learning environments. Whether you're just getting started or looking to expand your use of Hypothesis, this session will offer ideas you can take back to your own teaching.
Facilitator(s): De Harman, Ginny Clark, Deborah Good, Lauren DiSalvo, and Brian Malone
Affiliation(s): Technology-enhanced Learning and Online Strategies (TLOS), Hypothesis

Title: Enhancing Your Scholarship and Teaching with Digital Humanities
Description: Are you interested in presenting your scholarship using digital techniques and platforms and making it more public facing, interactive, and accessible? Come learn about the ever-changing field of Digital Humanities (DH) and the resources available at Virginia Tech University Libraries to help you identify and implement a wide variety of tools and techniques as well as support classroom instruction. Whether you are a DH novice, currently working on a DH project, or are interested in incorporating digital projects in your syllabi, this workshop will have something for you. The workshop will provide an overview of resources and tools to create public-facing digital projects. In addition, the workshop will discuss opportunities for what to do next and where to go when looking for help.
Facilitator(s): Mariam Ismail and Jesse Sadler
Affiliation(s): University Libraries

Title: Faculty Panel Discussion on Academic Accommodations Guided by UDL Principles
Description: Managing academic accommodations in courses across teaching modalities requires intentional design, clear communication, and scalable solutions. In this panel discussion, instructors will address common challenges and share best practices for providing accommodations while preserving course structure and instructional quality. Panelists will offer insights on coordinating with campus resources, utilizing technology to streamline processes, and balancing flexibility with course expectations
Facilitator(s): Pearl Xie, Kelli Karcher, Donna Fortune, Madison Justice
Affiliation(s): TLOS, College of Science, College of Liberal Arts and Human Sciences, Services for Students with Disabilities

Title: Foundations for Successful Flexible Teaching
Description: This introductory workshop invites university faculty to begin exploring the possibilities of flexible teaching and learning approaches. Rather than offering comprehensive training, this session serves as a starting point for ongoing conversations about adapting your teaching to meet diverse student needs. Participants will gain a foundational understanding of what flexible teaching means in today's educational landscape, explore different teaching modalities (online, hybrid, blended) and their basic characteristics, and consider essential design and management elements for flexible courses. This workshop is ideal for faculty who are curious about flexible teaching approaches and looking for an entry point into these conversations. No prior experience with alternative teaching modalities is required.
Facilitator(s): Aaron Bond, Larry Cox, and Lumbini Barua
Affiliation(s): TLOS

Title: Interview in Focus: Best Practices for Recording Faculty, Guest Lecturers, and Student Video Interviews
Description: In this class you will learn all the tips and techniques on how to properly interview someone for a video project. We'll discuss pre-production scripting and planning.   Also, Production of the video with keys on the types of questions you should ask and how you should shoot the interviews. You'll learn everything you need to know to capture high quality/high information interviews and soundbites.
Facilitator(s): Ian Griffin and Chris Valluzzo
Affiliation(s): Technology-enhanced Learning and Online Strategies (TLOS)

Title: Generative AI as Your Course Design Assistant
Description: This hands-on session covers VT approved tools & data, prompt engineering techniques, time-saving workflows, and strategies for designing AI-conscious assignments that promote engagement and AI literacy.
Facilitator(s): Daron Williams, Ginny Clark, and Faculty TBD
Affiliation(s): Technology-enhanced Learning and Online Strategies (TLOS)

Title: Generative AI in the Classroom
Description: Discover how faculty members are incorporating generative AI in their classrooms. Each panelist will briefly share how they have incorporated generative AI followed by a Q&A.
Facilitator(s): Michael Enz and Aaron Bond | **Faculty panelists:** Yoon Jung Choi, Andrew Katz, Jennifer Mooney, and Shilpa Roa
Affiliation(s): Center for Excellence in Teaching and Learning (CETL) and Technology-enhanced Learning and Online Strategies (TLOS)

Title: Growing Student Learners: How to Cultivate Academic Success Skills in Your Course
Description: In this workshop, we'll focus on practical methods to help students develop academic skills that are essential for long-term success. Explore techniques for fostering time management, reading and test-taking skills, and effective learning strategies within your course. You'll leave with actionable strategies to cultivate a growth mindset, boost student confidence, and provide the tools students need to thrive academically.
Facilitator(s): Christina Fabrey, Amber Smith
Affiliation(s): Student Success Center

Title: Growth-Based Grading
Description: Let's decenter grades and center on student learning. In this workshop, we'll explore how non-traditional grading methods—such as growth-based and mastery grading—can transform learning across curricular contexts. Through interactive activities, participants will examine their current grading practices, experiment with alternative assessment approaches, and begin designing applications for their own courses or assignments. Together, we'll reframe grading as a core component of pedagogy, asking how our assessment strategies align with course goals, learning objectives, and the deeper values at the heart of higher education.
Facilitator(s): Hannah Sunderman and Kate McCain
Affiliation(s): Agricultural, Leadership, and Community Education

Title: Harnessing the Power of Peer Education: Strategies for Successfully integrating Peer Support in the Classroom
Description: In this engaging workshop, we will explore effective strategies for incorporating peer educators into your classroom. Learn how peer education can enhance student outcomes, foster collaborative learning, and create a supportive learning environment. Discover practical approaches for training and empowering students to assist their peers and gain insights into Virginia Tech and community resources that can support you in your work supervising peer educators.

Facilitator(s): Christina Fabrey, Amber Smith
Affiliation(s): Student Success Center

Title: How to Embed Career Development into the Curriculum & Why It's Important
Description: Curious how to equip your students with the tools they need to thrive in their careers without overhauling your syllabus? This interactive session will explore how faculty can seamlessly embed career development into their curriculum while staying grounded in academic rigor. We'll discuss national trends in career readiness and workforce preparation, highlight the current state of Virginia Tech students' career outcomes, and introduce practical ways to incorporate real-world skills using the Career and Professional Development team's Career Readiness Toolkit. Whether you're new to this conversation or already experimenting with career-connected learning, this session offers valuable strategies, data, and resources to help your students succeed.
Facilitator(s): Matt Cowley and Meredith Gerber
Affiliation(s): CPD

Title: Innovation in Teaching: Faculty Insights from Technology-Enhanced Learning Grant Projects
Description:
Discover how four faculty members are transforming student learning through innovative, technology-enhanced teaching approaches supported by Technology-Enhanced Learning grants (tlos.vt.edu/grants).

Each panelist will briefly share the teaching challenge they addressed and their project followed by a Q&A.

The projects include:
- Increasing student engagement and students' subject matter knowledge in Earth Science by incorporating a tremor table to simulate earthquakes.
- Enhancing student engagement in music theory through an AI music generation and composition tool that enables songwriting and high-quality music production across diverse styles.
- Removing the barrier for industrial design students needing to learn complex 3D modeling tools in a design-focused course by enabling them to turn their prototypes into digital 3D models with 3D scanners and iterate on them with a generative AI design tool.
- Increasing student confidence and initial ability with operating brewing equipment by creating a step-by-step digital walkthrough of how to use the system.

Facilitator(s): Dave Duckett and Dan Yaffe | **Faculty panelists**: Laura Neser, Kimberly Loeffert, Yoon Choi, Herbert Bruce
Affiliation(s): Technology Enhanced Learning and Online Strategies

Title: Integrating Civic Learning into Your Course
Description: Higher education plays a vital role in fostering a healthy civic society. As educators, you help students build the knowledge, skills, and values needed for professional success and civic engagement. This professional development course equips faculty with practical strategies to integrate civic learning into their curriculum across disciplines. Participants will explore diverse pedagogical approaches to foster critical thinking and inspire active citizenship. Gain tools to design meaningful activities and outcomes that support student growth and societal impact.
Facilitator(s): Jenni Gallagher and Meghan Madel
Affiliation(s): Undergraduate Education

Title: Just Enough: Outcome-oriented Teaching with Data

Description: Whatever the discipline, including data in your teaching can seem like an all-or-nothing proposition. But by identifying and targeting clear learning outcomes, then streamlining learning with data activities to minimize outside cognitive load, any course can integrate data literacy, study design, data exploration, or data analysis effectively. This session will discuss common types of outcomes and implementation challenges and provide time to start identifying outcomes, activity ideas, and likely challenges.
Facilitator(s): Nathaniel Porter
Affiliation(s): University Libraries

Title: What Are They Really Saying? How to Implement Effective Assessment into Your Class
Description: Student feedback is vital to understanding the success of any course. It lets instructors know what is working and what improvements can be made. The purpose of this session is to provide various strategies to instructors on how to implement assessment in their course to get meaningful feedback from students.
Facilitator(s): Kendria Mason and Jennifer Maguire
Affiliation(s): Offices of Undergraduate Education and First-Year Experience

Title: How to Create a Positive Motivational Climate and Improve SPOT Scores!
Description: This practical workshop will help instructors connect motivation research to practical teaching strategies by answering questions such as: (1) What principles of motivation science can be used in college courses? (2) What specific strategies can be used to motivate and engage students? and (3) How can instructors assess students' motivation? Interestingly, these same motivational strategies are also useful in improving SPOT scores (i.e., evaluations of teaching), which creates a win-win situation for both students and instructors!
Facilitator(s): Brett Jones
Affiliation(s): School of Education

Title: Names Matter: Fostering Classroom Community and Belonging
Description: Learn why using students' names is a powerful yet often overlooked strategy for building classroom community and fostering a sense of belonging. Grounded in Michelle Miller's *A Teacher's Guide to Learning Student Names*, this session explores the cognitive and social science behind name recall, addresses common challenges, and offers practical, research-based techniques to help instructors learn and use student names more effectively. Walk away with actionable strategies to create a more inclusive and connected learning environment.
Facilitator(s): Michael Enz
Affiliation(s): Center for Excellence in Teaching and Learning (CETL)

Title: Partnering with the University Libraries Studios to Add Experiential Learning to Your Class
Description: The Studios at the University Libraries offer a multitude of hands-on experiential learning opportunities, but many instructors at the University aren't aware they can partner with the studios and their managers to help facilitate course projects, get hardware or software instruction, create interactive learning objects, and more. In this session, attendees will learn about the types of resources and support available from the Studios and brainstorm ways they might add more interactive elements to their courses.
Facilitator(s): Jonathan Bradley
Affiliation(s): University Libraries

Title: Pathways Course Design: Aligning SLOs, Assessments, and Teaching Activities
Description: Intentional course design begins with a clear understanding of the learning outcomes we want students to achieve. This session will focus on the backward design approach to help participants align course assessments and instructional strategies with Virginia Tech's Pathways General Education learning outcomes. During this session, participants will explore strategies for

designing assessments and learning activities that provide meaningful evidence of student learning related to Pathways learning outcomes and consider how alignment and assessment can support continuous improvement and reflection. This session is ideal for faculty designing or revising Pathways courses, and for anyone interested in enhancing coherence and intentionality in course design to better support student success.
Facilitator(s): Tiffany Shoop
Affiliation(s): CETL

Title: Integrating Intercultural and Global Awareness into the Classroom**Description:** Virginia Tech is committed to preparing graduates who can engage and thrive globally. Central to this effort is integrating global and intercultural learning throughout the curriculum—advancing a global vision of *Ut Prosim* ("That I May Serve"). As educators, you play a crucial role in cultivating students' global and intercultural awareness. This session will provide practical, inclusive strategies along with innovative examples to help you meaningfully embed global and intercultural learning into your teaching—empowering students to engage thoughtfully and responsibly with complex global issues.

Participants will:

- Explore inclusive pedagogies that support intercultural skills development and global learning.
- Gain insights into innovative classroom approaches, including Virtual Global Collaboration.
- Learn from the *Introduction to Displacement Studies* course, which connects Virginia Tech students with peers in the Kakuma Refugee Camp in Kenya, and faculty from one of Virginia Tech's international partner universities, Universidad San Francisco de Quito, in Ecuador.

Facilitator(s): Tiffany Shoop, Rachel Fitzgerald, Brett Shadle, students from the *Introduction to Displacement Studies* course, and María Cristina Crespo
Affiliation(s): Center for Excellence in Teaching and Learning, Global Education Office, Center for Refugee, Migrant and Displacement Studies/History, Shift Academy at Universidad San Francisco de Quito

Title: Pathways: Integrating Ethics
Description: Ethical Reasoning is a critical skill for all aspects of our student's lives. Integrating Ethics into a Pathways course allows students to reflect on ethical challenges that arise in their fields and develop the tools to reason well in support of ethical conclusions. This session on Ethics Integration for Pathways will provide an overview of ethical theory which highlights the values that guide our ethical choices, along with examples of activities which can encourage students to critically examine their own ethical perspectives. We will demonstrate how ethics education has been effectively integrated into a physics lab course that involves authentic scientific decision-making, using productive failure to encourage students to reflect on their past decisions through an ethical lens.
Facilitator(s): Hannah Wildman Short and Travis Merritt
Affiliation(s): College of Liberal Arts and Humanities (Department of Philosophy); College of Science (Department of Physics)

Title: Learn, Play, and Keep C.A.L.M.: An Accessibility BINGO Quest
Description: Looking for a fun and engaging way to sharpen your accessibility skills? Join us for an interactive workshop designed to help participants explore and apply the best practices of the Choose Accessible Learning Materials (C.A.L.M.) campaigns — including captions, accessible links and slides, color contrast, and meaningful, simplified structure — to create more accessible digital content.

The session kicks off with a partner-based scavenger hunt that will challenge you to explore accessibility best practices. As you hunt, you'll uncover examples and best practices that align with each of the C.A.L.M. campaigns. These discoveries become your keys to effectively playing C.A.L.M. BINGO.

Whether you're new to digital accessibility or looking to deepen your knowledge in an energizing environment, this session will leave you equipped with practical strategies and a deeper understanding of how small steps can have a BIG impact.

Learning Outcomes:

- Identify and apply the elements of the C.A.L.M. Campaigns.
- Strengthen your ability to create inclusive course materials and communications
- Collaborate and learn through an interactive BINGO game and scavenger hunt format.

Who Should Attend:

Educators, instructional designers, content creators, and anyone interested in making their digital materials more accessible.

Bonus:

Prizes and bragging rights await our C.A.L.M. BINGO champions!

Facilitator(s): Asher Burns and Mark Nichols
Affiliation(s): TLOS

Title: Reading as Belonging: Practical Strategies for Building Analytical Reading Skills and Student Connection in Your Classroom
Description: Noticed your students struggling with reading and analytical comprehension more than ever? You're not alone. In this practical session, we'll explore the current trends affecting our students' reading abilities and how these challenges impact both student learning and classroom dynamics. I'll share battle-tested strategies that have helped my own students develop stronger analytical reading skills while building classroom community—as students discover they're not alone in their struggles and learn to support each other in strengthening these critical reading and analytical muscles. Walk away with concrete approaches you can implement immediately to help students in any discipline build stronger reading comprehension, sharpen critical analysis, and develop better focus. Join us to discover how to transform reluctant readers into more confident academic thinkers with practical tools for the classroom you're teaching tomorrow.
Facilitator(s): Ivonne Wallace Fuentes
Affiliation(s): CETL

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Title: Deploying Compassion: Strengthening FYE through Military Service Initiatives
Description: During our presentation, you will discover a transformative FYE project focused on crafting nondenominational holiday cards and assembling care packages for deployed alumni. We will delve into the journey of how first-year students actively participate in creating these heartfelt greetings and practical items, which are then sent to deployed alumni for distribution among their fellow service members. Our discussion will highlight how this project not only embodies the essence of service but also cultivates a genuine commitment to serving others among our students.
Facilitator(s): Gary Kinder, Renee Ryan, and Shelton Norwood

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Title: Special Collections and University Archives: Potential Partners in Instruction
Description: Have you heard of Special Collections and University Archives (SCUA) in the University Libraries? Do you wonder what we do? Did you know that we provide classroom instruction relating to our collecting areas and working with primary sources more broadly? This session will be an overview of who we are and what we do, with an emphasis on the kinds of materials housed in SCUA (formats and topics) and how they—and we!--can be part of a classroom experience. We'll talk about some disciplines and departments we've worked with in the past, share some sample classroom activities, and answer your questions about collaborating for instruction!
Facilitator(s): Kira Dietz
Affiliation(s): University Libraries

Title: Strategies for Supporting Reading Comprehension in Undergraduate Classrooms
Description: They are not reading and not understanding! This is a common complaint from anyone teaching undergraduates. Lead by a professor of literacy education this session will address a) what reading comprehension entails including text factors that make texts challenging; b) practical strategies to make sure that students come to class ready to learn; c) techniques to clarify what is most important in a text; d) how to use oral approaches to check for understanding and gain fluency with concepts; e) how to advance comprehension during class; and f) ways to frontload hard texts to support comprehension.
Facilitator(s): SOE, Heidi Anne Mesmer, Ph D, Professor of Literacy Education
Affiliation(s): School of Education

Title: Your Teaching Superpowers: Your Top 5 Strengths
Description:
Join us in this hands-on session for an introduction to the things that are *right* with you – your Top 5 Strengths – and an opportunity to reflect on how they are showing up in your teaching. Please complete the Strengths assessment by May 20 if you plan to attend:
- Navigate to this link: **https://VT.my.gallup.com/direct/ac/YBHN6FR8QD37NF4Y**.
- Log in to Single Sign On with your VT PID and password.
- The assessment should take no more than 30 minutes to complete. Be sure to start when you will have an uninterrupted period of time for this.
- If you have any technical issues, please email **Strengths@vt.edu** with a screenshot of any error messages you receive.
- Once you've completed the assessment, you can view your results and related resources anytime in the VT Strengths portal (**vt.my.gallup.com**).
Facilitator: Janet Hilder
Affiliation: Talent Development, Human Resources

Title: Small Things Can Make a Difference: Supporting the Experience of First-Generation Students
Description: First-generation students are a small population that tends to get overlooked due to an invisible identity. Because of this, we tend to miss out on the incredible talents that they bring to the institution. It's important to know that supporting first-generation students doesn't have to be a strenuous task. In this session, we will discuss small changes that faculty can implement that will foster an environment of belonging and academic success for not only first-generation students, but all students.

Facilitator(s): Kendria Mason and Tamara Cherry-Clarke
Affiliation(s): Undergraduate Education and Dean of Students Office

Title: Technology and Tools for Enhancing Flexible Teaching
Description: In this session, we'll explore a range of technology tools—primarily those embedded within our Canvas LMS—that support flexible, student-centered teaching. From communication and collaboration features to multimedia integration and assessment tools, we'll discuss practical strategies for using technology to enhance learning across a variety of course delivery modalities.
Facilitator(s): Daron Williams, De Harman
Affiliation(s): TLOS

Title: TLOS Flexible Teaching Fellows Meetup
Description: Open Just for TLOS Flexible Teaching Fellows. This session is an opportunity for TLOS Flexible Teaching Fellows to get together, share their thoughts upon completion of the program, and discuss future opportunities to support and promote effective and engaging teaching in flexible course environments.
Facilitator(s): Daron Williams
Affiliation(s): TLOS

Title: TLOS Open Office Hours for Course Design, Instructional Media Development, and Learning Technology Consultations
Description: Have a question obout online or flexible learning? Need help using one of the many technologies available to assist with teaching and learning? Are you interested in Canvas differently in your course? Stop by the TLOS office hour room to talk with a TLOS representative.
Facilitator(s): Quinn Warnick, Dan Yaffe, Daron Williams, Larry Cox, Ian Griffin, Danielle Thacker, De Harmon, Ginny Clark, Dawn Follin, Brooke McGowin, Chris Valluzzo, Aaron Bond
Affiliation(s): TLOS

Title: Canvas Clarity & Roadmap: FAQs, Updates & Future Features

Description: Join us for an engaging and informative session where we tackle your most frequently asked Canvas questions, highlight recent updates, and share what's coming next on the Canvas roadmap. From granting accommodations and cross-listing courses to ensuring your announcements reach everyone, we'll cover practical solutions to help you succeed. Stay up-to-date with the latest features and gain insights into upcoming improvements designed to enhance your teaching experience. Whether you're troubleshooting issues or looking to streamline your course setup, this session will provide you with the tools and knowledge you need to navigate Canvas with confidence.

Facilitator(s): Danielle Thacker, Senior Learning Technology Specialist - TLOS
Affiliation(s): TLOS

Title: Transform Your Teaching, Transform Your Class
Description: Do your students often say your class is just busy work or don't take the material seriously? Are your evaluations just average? Let's transform your class. Two issues facing instructors are they do not understand what students value in the classroom, and they often do not deliver student-perceived valuable information that will help them in college. In this session, we will cover the aspects of what students value in their class. This information will be directly related to FYE courses but is applicable to many introductory topics, discussing how to transform the course into one of the most valuable class students will take in college.
Facilitator(s): Herbert Bruce
Affiliation(s): Food Science and Technology

Title: The Classroom & Beyond: What Employers Wish Faculty Knew
Description: Join us for an engaging conversation with industry leaders as we explore how faculty can play a critical role in preparing students for an evolving workforce. This panel will delve into key themes such as artificial intelligence, professionalism, internships, and career readiness—offering concrete insights into what employers are seeing, needing, and hoping for from new graduates. Panelists will share how trends like skills-based hiring and changing norms around professionalism are reshaping the workplace and how faculty can align their teaching to better equip students for success. Whether you're designing assignments, mentoring students, or shaping curriculum, this session offers practical takeaways and fresh perspectives you won't want to miss.
Facilitator(s): Becca Scott
Affiliation(s): CPD

Title: The Orientation Experience at Virginia Tech
Description: Are you up to date on the new Orientation Experience at Virginia Tech?! This session will overview the incoming first-year and transfer student class and the new student transition process. We'll cover virtual orientation, New Student Visits, Weeks of Welcome, New Student Checklist, new student emails, and more! The session will provide you with an overview of how we are supporting students and their families – what we're encouraging families to discuss with their Hokies, how we are educating students on resources, and how you all, as our campus partners, can best connect with us in Student Affairs.
Facilitator(s): Sam Buchanan
Affiliation(s): New Student and Family Programs