**Example 1**

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**Position Title:** Director of Student Engagement

**Institution:** University of Higher Learning

**Title:**

Sprinting Towards Innovation: Utilizing Innovation Sprints for Experiential Learning

**Type of Session:**

Regular Presentation

**Session Track:** HIP

**Abstract:**

Innovation sprints are experiential learning opportunities that are tailored to the curriculum content. They provide students with ways to develop broad knowledge and skills that lead to greater appreciation and articulation of career trajectory opportunities. This presentation will discuss the application and outcomes of implementing sprints in the classroom.

**Description Session:**

An innovation sprint in its simplest form can be explained as a team of students working through timed steps to solve a problem or challenge. During the sprint, teams start with coming up with possible solutions or ideation, they then vote on what idea to move forward to the next step. Once one solution is chosen, the team uses a convergent tool which helps them to outline the assisters, resistors, and other key areas to build their final pitch or solution.  
  
This novel educational approach has been utilized in both graduate and undergraduate courses to meet learning outcomes. This presentation will focus on the steps needed to plan, implement, and evaluate an innovation sprint. Along with discussing results from implementing this in a large enrollment (75+) undergraduate course in public health along with utilize this with graduate students from various professions including public health, pharmacy, and occupational therapy to promote interprofessional collaboration. Finally, evaluation strategies including the use of rubrics and outside experts to provide feedback on students’ solutions will be discussed.

**Learning Outcome**

As a result of attending this session, attendees will be able to:

* define innovation sprint and its importance in the classroom
* identify steps to implement innovation sprints in the classroom
* identify evaluation strategies to improve feedback on students’ solutions

**Format and Technique**

In this presentation, the presenter will use PowerPoint slides to provide general information about innovation sprints and its importance in the classroom. In addition, the presenter will include polling questions to learn more about the attendees’ experiences with innovation sprints. Lastly, the presenters will provide a Q&A session.

**Example 2**

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**Position Title:** Faculty

**Institution:** College of Learning

**Title:**

Beyond Belonging: Creating Spaces for First-Generation Students to Flourish

**Type of Session:**

Regular Presentation

**Session Track:** Inclusive Teaching Pedagogy

**Abstract:**

First-generation students comprise a sizable portion of student enrollment, yet little attention has been given to pedagogical approaches that can be used to meet their unique needs. This session will focus on strategies that can be used to go beyond belonging to create truly inclusive academic experiences for first-generation students.

**Description Session:**

Although first-generation students—those first in their families to pursue higher education—comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to the pedagogical approaches that might be used to meet the needs of this diverse student population (Baldwin et al., 2021). This session will focus on strategies and approaches that can be used to go beyond belonging to create inclusive academic experiences for first-generation students.

**Learning Outcome:**

Participants will leave the session with ideas they can incorporate immediately strategies and approaches into their own courses, as well as resources for continuous course improvement.At the end of this session, participants will be able to:  
1. Describe characteristics of first-generation students and common influences on their transition and success  
2. Articulate pedagogical approaches that are responsive to first-generation students  
3. Identify ways in which they can adapt and apply the pedagogical approaches for use in their own course(s)

**Format and Technique:**

The session will begin with a focus on existing research on first-generation students and their academic experience. This part of the presentation will include several reflective questions aimed at helping participants understand the nuances associated with first-generation student identities.  
Next, we will explore pedagogies and practices—ranging from examples of small teaching practices to more extensive forms of course redesign—that are responsive to first-generation students. Finally, we will reflect on and commit to ways we can incorporate the strategies, approaches, and ideas from the session into our own teaching practice.