

Faculty Development Center Program Calendar for 2012-13

To register for programs please go to the FDC webpage at <http://www.umbc.edu/fdc>

September 7th, 12-1:30 p.m., UC 310 ***Great Teachers Talk about Teaching****

Join your colleagues for an engaging discussion on teaching, including ideas on: helping students achieve our goals for their learning, dealing with various challenges in teaching we all face, and keeping our teaching fresh and exciting over time. A panel of senior faculty at UMBC, all teaching award winners, share their insights gleaned from many years of practice and reflection on teaching. All faculty are welcome. Lunch will be provided. Panelists include:

Terry Bouton, History
Robert Deluty, Psychology
Cynthia Hody, Political Science
Jeff Leips, Biological Sciences

September 13th and/or 14th, Talk and Tech Session, 12-1:30 p.m., Commons 329; Engineering 025 ***Effective Discussions Using Targeted Tech***

Research suggests that discussion is an effective tool for teaching students communication and critical thinking skills, but it also presents some challenges. How do we get more students to participate? How can we teach the content we need to *and* allow students to find the answers through discussion? How can we get students to a deeper discussion sooner so that we have more time to explore it before class ends? Join us for one or both sessions of exploring discussion and the ways technology may be able to help.

Talk Session, Thursday September 13th, 12pm-1:30pm, Commons 329 – A chance to hear from other faculty about their own experiences with discussion, to find out what research says about effective discussions and to get an overview of some Blackboard tools available to UMBC faculty. All are welcome. Lunch will be provided.

Tech Session, Friday September 14th, 12pm-1:30pm, Engineering 025 – A hands-on workshop on implementing some of these discussion tools with folks from the FDC and DoIT. Registration is limited to 14 participants. Participants are encouraged to attend the “talk” workshop on Thursday. Lunch will be provided.

September 20th, 12-1:30 p.m., October 17th, 12-1:30 p.m., November 15th, 12-1:30 p.m., ITE 456 ***Scholarship of Teaching and Learning Discussion Group***

Join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. Participants may attend any and all sessions. The sessions will all include ideas for asking good questions, gathering meaningful evidence, and reporting results, though the emphasis on each of these topics will cycle through the semester. For example, the September meeting will focus a bit more on asking good questions and planning the implementation. Participants attending any session will receive a copy of the new book, *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish* by Bishop-Clark and Dietz-Uhler, Stylus Publishing, 2012.

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September 21st, 12-1:30 p.m., Commons 331

***Managing Time and Getting Things Done**, Beth Wells, Assistant Vice Provost for Academic Affairs**

Do you ever feel as if there are not enough hours in the day? Do you find that your plan for work during the day gets overtaken by routine tasks? Do you have a big project looming that will challenge your time management skills? Beth Wells, a Board Certified Coach, presents tips on how to manage your time effectively, plan projects for completion in the time that you have, and keep your stress levels under control. All faculty are welcome. Lunch will be provided.

October 4th, 12-1:30 p.m., Commons 329

***Best Practices in Advising Undergraduates**, Ken Baron, Ph.D., Director, Office for Academic and Pre-Professional Advising**

What are key ideas that UMBC faculty need to know when advising undergraduates? How do advisers find information? How do faculty help students think about choices and plan ahead? What are ways to help manage advising load and make advising more satisfying? This session will address these and other essential questions concerning undergraduate advising. All faculty are welcome. Lunch will be provided.

Fall Book Discussion

October 8th and 15th, 12-1:30 p.m., UC 310

***Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning* by Jose Antonio Bowen, published by Jossey-Bass, 2012**

The publisher describes this new book as:

...a new way to think about higher education, learning, and technology that prioritizes the benefits of the human dimension. José Bowen recognizes that technology is profoundly changing education and that if students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize “naked” face-to-face contact with faculty. Here, he illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.

All faculty are invited to join a discussion with their colleagues, facilitated by the staff at the Faculty Development Center. The first session will deal primarily with ideas found in the first half of the book. The second session will deal primarily with ideas in the second half of the book. All participants will receive a copy of the book ahead of time. Lunch will be provided.

October 11th, 12-1:30 p.m., Commons 329

A New Faculty Member's Guide to Research and Funding*

Dr. Ralph Pollack, Office of the Vice President for Research

As new faculty members you are faced with an enormous number of things to do. You must develop new courses, become proficient at teaching, initiate a research program, take part in departmental and university activities, advise students, learn a new culture, and conduct your personal life, all in an atmosphere that is unfamiliar and with little or no training for such activities. Research is a long term endeavor compared to some of the other demands on your time and can too easily be delayed and left for later. However, research productivity is a critical part of the tenure decision. How then do you develop a

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research program in these circumstances? How can research become an integral part of your academic life? How can you get funding for a research program? In this presentation, Dr. Pollack will discuss setting professional goals and planning, the nature of significant research, how to develop a research idea, and how to plan for funding that work. All faculty are welcome. Lunch will be provided.

November 1st and/or 2nd, Talk and Tech Session, 12-1:30 p.m., Commons 318; Engineering 025
Grading to Communicate: Using Rubrics

Perhaps no single activity in teaching is more fraught (and more recurrent) than grading. Yet we know that effective grading helps keep students on task and can direct their attention to areas where they need improvement. One useful grading tool is a rubric, and a new rubric tool in Blackboard can make it easy. Join us for one or both sessions.

Talk Session, Thursday November 1st, 12pm-1:30pm, Commons 318 – Join your colleagues to discuss common grading issues, learn what the scholarship says about effective grading and explore ways of using rubrics to make grading more communicative and help students take more responsibility for their own learning. All are welcome. Lunch will be provided.

Tech Session, Friday November 2nd, 12pm-1:30pm, Engineering 025 – A hands-on workshop to implement rubrics or get to know grading in Blackboard a little better with the help of folks from the FDC and DoIT. Registration is limited to 14 participants. Participants are encouraged to attend the “talk” workshop on Thursday. Lunch will be provided.

Thursday, November 8th, 12 - 1:30 p.m., Commons 329
Teaching Writing in Large Enrollment Courses

Teaching students to write well is a challenge; teaching a lot of students to write well all at once can be even tougher. Come hear panelists Sally Shivan (English Department, Director of the Writing and Rhetoric Division) and Cynthia Wagner (Biology Department) share their expertise when it comes to helping students commit their ideas to the page. Then join in the conversation! Faculty from all disciplines are encouraged to attend and share ideas, tips, frustrations and successes. Lunch will be provided.

Tuesday, November 27th, 12 – 1:00 p.m., Engineering 023
Using Bb to Help Students Take Responsibility for Learning
"Adaptive Release" Tool Promotes Preparation and Interaction

Do you wish you had a tool to encourage students to prepare for class? Do you wish you had a magic bullet to encourage students to do their work in a timely fashion, and not procrastinate? In many ways, you do. Blackboard has a function called "[adaptive release](#)" that lets instructors set pre-conditions (or rules) that students must meet before accessing course content. For example, adaptive release could allow you to require that students take and pass a quiz over your syllabus, online lecture or screencast tutorial BEFORE they can submit an assignment for credit. This panel will focus on how three courses in Economics, Ancient Studies and Public Policy used adaptive release to promote student preparedness and online interaction. Coincidentally, they were the [1st, 2nd and 27th most active undergraduate Bb courses respectively in Spring 2012](#). Panelists include:

Tim Hardy, Economics
Anna Peterson, Ancient Studies
Katie Birger, Health Administration Public Policy (HAPP)

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January 8th and 15th, 12-1:30 p.m. Commons 328
Teaching College Science

How do we help our students learn how to learn science? How can we translate the research in cognitive science into effective practices to help students learn to read, write, and problem solve in the discipline? Faculty, post-doctoral fellows, and graduate students are invited to this discussion of the literature and sharing our best practices. We'll discuss 2-3 short articles each session on effective ways to teach the processes of science given what the research says about how students learn. Participants are asked to read the short on-line articles before each session. Lunch will be provided.

January 18th, 10-12:30 p.m., Engineering 023
Course Design Workshop

Are you rethinking a course you'll be teaching this next year? Or, are you planning a new course soon? Or, are you interested in finding more efficient ways to think about student assignments? Then join this discussion on ways to think about course design to be more efficient and effective in accomplishing the goals for your courses. During the session participants will 1) set expectations for student learning, 2) plan assignments and class activities that help students achieve the goals for their learning, and 3) design assessments (exams, projects, papers) that measure students' achievement of course goals. Participants should bring a course syllabus or ideas for new courses to the session. Lunch will be provided. During lunch participants will hear from a panel of faculty about their experiences using these principles to design hybrid courses.

February 5th, 12-1:30 p.m., ACIVA 114B
Making Grading Efficient—Creating and Using Rubrics

We faculty know what quality student work is when we see it—but our students do not. Sharing our grading criteria with students shows them how we think about disciplinary work and helps them learn how to critique their own work. Using rubrics to grade student work also saves time because it helps students produce better quality work, allows us to grade more quickly and consistently, and provides us with criteria to use in talking to students about their grades. Join your colleagues for this discussion on how to create and use rubrics effectively. Attendees will receive copies of the new edition of *Introduction to Rubrics* (2nd ed.) by Dannelle Stevens and Antonia Levi, Stylus Publishing, 2012. Lunch will be provided.

February 14th, 12-1:30 p.m., March 6th, 12-1:30 p.m., April 16th, 12-1:30 p.m., ACIVA 114B
Scholarship of Teaching and Learning Discussion Group

Join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. Participants may attend any and all sessions. The sessions will all include ideas for asking good questions, gathering meaningful evidence, and reporting results. During sessions we may review papers of published SoTL projects as well as hearing reports from participating faculty on their own projects. Participants attending any session will receive a copy of the new book, *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish* by Bishop-Clark and Dietz-Uhler, Stylus Publishing, 2012.

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Provost's Lunch and New Faculty Seminar Series
February 15th, 12-1:30 p.m., Commons 331
Best Practices in Working with International Students in the Classroom

During this interactive workshop UMBC faculty will learn simple strategies and techniques to help non-native speakers of English to succeed in their courses. Specifically, instructors from the English Language Institute will provide insights into cultural issues affecting student academic success and discuss challenges with students' listening comprehension and academic writing. Participants are encouraged to email any specific challenges they have experienced with non-native students so that the speakers can address the specific needs of attendees. Lunch will be provided.

February 18th, 12-1:30 p.m., ACIVA 114B
Conversation about Classroom Design

Faculty are invited to a conversation with Celso Guitian, Campus Planner, to talk about desired features of classroom design. This session will provide an opportunity for faculty to describe the kinds of spaces that best facilitate the teaching approaches they prefer. This information will help UMBC Facilities Management better understand the teaching and learning needs for spaces on campus. This session also provides an opportunity for faculty to share more about their teaching styles with each other. Lunch will be provided so please register in advance.

February 19th, 12-1:30 p.m., ACIVA 114B
Making Grading Efficient—Using Peer Response

As a faculty member, do you find that you assign less writing than you'd like because you know that you can't keep up with grading it? Do you find that your students seem to ignore the feedback you do provide, making your commenting seem like a wasted effort? Effective peer response engages students as both writers and readers, enabling an assignment to have a double impact. At the same time, it can lessen your grading burden by asking students to do substantial evaluation. Join your colleagues for a discussion of the best ways to implement peer response in your classes. Lunch and resources will be provided.

Provost's Lunch and New Faculty Seminar Series
February 25th, 12-1:30 p.m., ITE 456
Lunch with the Provost

All new faculty in their first and second years are invited to lunch with the Provost. This session will provide an opportunity to have an informal conversation with the Provost about your work as a faculty member in the context of the University. Lunch is provided.

February 28th, 12-1:30 p.m., ACIVA 114B
Writing Good Multiple Choice Questions

Multiple choice questions (MCQs) have the advantages of being fast and fair to grade, but we may find them less than ideal for testing students' higher order thinking. And cognitive science tells us that testing becomes a learning event when students must retrieve information from memory rather than when they just recognize it. So how can we use MCQs to maximize student learning as well as save us time grading? Join colleagues for this discussion of best practices in constructing MCQs. In addition to sharing ideas from our own practice, all participants will be sent the link to two on-line articles that will inform the discussion. Lunch will be provided.

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POSTPONED UNTIL FALL April 5th, 12-1:30 p.m., ACIVA 114B
Turning Difficult Dialogues into Teachable Moments

When students voice uninformed biases, make inappropriate comments about others' ethnicities, gender identities, politics, or religion, or express surprising and confrontational opinions, we faculty may feel at a loss in how to respond. These moments may *seem* to hijack our carefully planned class session, yet these instances can provide wonderful opportunities for learning. How do we facilitate a meaningful discussion that addresses the issue in a way that students can "hear" and learn from? How do we move the class forward in a productive way? Faculty panelists April Householder, Jodi Kelber-Kaye, and Joby Taylor will lead a discussion and workshop on ways to make these disconcerting moments into teachable moments. Lunch will be provided.

April 9th, 12-1:30 p.m., Commons 329
Motivating Students to Prepare for Class—Ideas from the Lilly Conference and Beyond

Do you feel that your students come to class unprepared and uninterested? Do you find that students seem unable to learn on their own and lack good study skills? Join this discussion in which UMBC faculty and staff share strategies to address these issues gathered from last year's Lilly Conference on College and University Teaching and their own experience. Lunch will be provided. Panelists include:

Cassie Bichy, Learning Resources Center
Sarah Leupen, Department of Biological Sciences
Eileen O'Brien, Department of Psychology

May 29th, 10:00 a.m. - 4:00 p.m., ITE 456
Team-Based Learning Practitioner's Workshop: From Interest to Implementation

So you've heard of the pedagogical approach called Team-based Learning (TBL), and maybe you even attended last year's workshop on it at UMBC. Now you might be ready to consider how you would redesign one of your courses to use this teaching strategy, but the prospect of a complete redesign is intimidating. Following last year's *Introduction to TBL*, this year's workshop will provide participants with more specific examples of TBL in practice, a lunch Q&A panel with UMBC TBL faculty, and time to design a TBL unit in their own courses. If you missed last year's workshop, there will be brief demos to illustrate basics, but ample time to focus on keys to success, including writing good questions and application exercises. Attendees will receive a copy of [Team-based Learning: Small Group Learning's Next Big Step](#) as a further resource. Lunch is provided. Please read the [What is TBL](#) and [Twelve Tips](#) handouts before you come, and bring one course unit or module you would be interested in redesigning with TBL.

June 7th, 10:00 - 1:30 p.m., ECS 023
Course Design Workshop

Are you rethinking a course you'll be teaching this next year? Or, are you planning a new course soon? Or, are you interested in finding more efficient ways to think about student assignments? Then join this discussion on ways to think about course design to be more efficient and effective in accomplishing the goals for your courses. During the session participants will 1) set expectations for student learning, 2) plan assignments and class activities that help students achieve the goals for their learning, and 3) design assessments (exams, projects, papers) that measure students' achievement of course goals. Participants should bring a course syllabus or ideas for new courses to the session. Lunch will be provided. During lunch participants will hear from a panel of faculty about their experiences using these principles to design hybrid courses.

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