

Faculty Development Center Program Calendar 2015-16

Fall

July 28th, 12-1:30 p.m., Sherman 113
Scholarship of Teaching and Learning Discussion Group

Do you sometimes find yourself wondering about how students learn in your class? Have you ever analyzed your students' assignments/conversations/emails looking for clues about that? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. For this July meeting, we will be discussing a specific way to gather qualitative measures of student learning—content analysis. Registrants will receive links to readings to prepare for the discussion. During the year, 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. Some sessions will also include brief presentations of faculty projects. Participants attending any session will receive a copy of the 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. Lunch will be provided.

September 2nd, 12-1:30 p.m., Engineering 023
***Why and How to Use Group Work in Class* ✓**

A number of studies show the advantages of using student groups to promote engagement and learning during class time. But navigating such a social dynamic in class can seem daunting. In this session we will share best practices for getting started in using group work. We will discuss appropriate learning goals for group work, various ways to structure groups, ways to circumvent common problems, and strategies to hold students accountable. Faculty new to group work may find this session provides valuable background to the sessions with Elizabeth Barkley on October 8th.

September 10th, 12-1:30 p.m., Commons 329
Laptops and Cell Phones and iPads, Oh, My! Students' Use of Computing Devices in the Classroom—Asset or Distractor?

In this digital age, how should we handle students' use of mobile computing devices in the classroom? Students want to use them to take notes, access websites related to class, and entertain themselves when they get bored. Yet faculty may find students' inappropriate use of these devices distracting, disruptive, and downright rude. What choices do we have? Are there ways to design our classes that draw students into the moment and off their devices? Or are their ways to capitalize on student interests in such devices to promote learning opportunities? In this session, participants will discuss pros and cons of student use of devices in class. In preparation for this session, please read "[Why a Leading Professor of New Media Just Banned Technology Use in Class](#)," by Clay Shirky, associate professor of new media studies at NYU, who is on the "con" side of this issue, noting the serious distraction that such devices pose. Two panelists, Liz Stanwyck from the Mathematics and Statistics department, and John Fritz from the Division of Information Technology will kick off the "pro" discussion. Lunch will be provided.

September 14th, October 15th, and November 17th, 12-1:30 p.m., Sherman 113
***Scholarship of Teaching and Learning Discussion Group* ✓**

Do you sometimes find yourself wondering about how students learn in your class? Have you ever analyzed your students' assignments/conversations/emails looking for clues about that? Are you

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interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. 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. Sessions will also include brief presentations of faculty projects. Participants attending any session will receive a copy of the 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. Lunch will be provided. (Select sessions count toward the ALIT certificate)

September 15th, 12-1:30 p.m., University Center 310 ***Beyond the Knee-Jerk Response: Guiding Students to Do Peer Review/Critique***

When students evaluate each other's work, it empowers them to take responsibility for their own learning, engage more deeply with course material, and absorb the values of the discipline to apply them in their own work—in theory, at least. In reality, students often resist the peer review/critique process. Their comments are superficial, and they complain that peer critique is a waste of time and that they would rather just hear what you, the instructor, think. If this sounds familiar, come listen to a panel of your peers reflect on why and how they use peer review/critique in their classes and how they help students develop their capabilities to assess work in the discipline. Panel members include Brian Kaufman in Music, Susan McCully in Theatre, Sally Shivan in English, and Gary Rozanc in Visual Arts (pending). Lunch will be provided.

September 25th, 9 a.m.-2 p.m., University Center Ballroom (and assorted meeting rooms) ***Provost's Teaching and Learning Symposium* ✓**

The second annual Provost's Teaching and Learning Symposium will be held on Friday, September 25th, 2015 from 9 am to 2 pm in the University Center (and assorted rooms). This symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss ways to promote and explore student learning through pedagogical innovation and assessment. Samples of presentations include panels on:

Hrabowski Innovation Fund Fellows' and Awardees' Projects
Applied Learning Experiences
Scholarship of Teaching and Learning
Learning Assessment Technology
Using Direct Measures to Assess Student Learning
The Power of Curriculum Mapping
Assessing Graduate Courses and Programs
And more...

There will also be poster presentations, a SpeedGeeking session (if you haven't experienced this fast-paced way to share a useful or innovative idea, you're in for a treat!), and a workshop on developing and using rubrics for grading and assessment. The day will be full of exciting ideas, chances to brainstorm with colleagues about teaching, and good food to fuel our efforts. Please mark this day on your calendar and register here to attend. (Select sessions count toward the ALIT certificate)

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September 28th, 12-1:30 p.m., Commons 329

Notice and Respond: Assisting Students in Distress*

As a faculty member have you ever felt concern for a student's mental or emotional welfare, but didn't know how to respond? In this session participants will learn: ways to identify signs of distress, a variety of response options, effective communication strategies, and campus resources that can provide support. Staff from the Counseling Center will lead participants through effective interactions with distressed students drawing on examples provided in a video simulation. Lunch is provided.

September 30th, 12-1:30 p.m., Engineering 023

Making Thinking Visible—Ideas from the Lilly Conference and Beyond

Helping our students think in the discipline is central to our goals for their education—but how do we help them do that? Join this discussion in which UMBC faculty share strategies gleaned at the 2015 Lilly Conference to help make thinking visible, even in large classes. Panelists include Jennifer Hughes, Biological Sciences; Nancy Kusmaul, Social Work; Maria Manni, MLLI; Karen Whitworth, Biological Sciences; and Vickie Williams, Education. Lunch will be provided.

October Book Discussion

***Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude M. Steele, published by W.W. Norton and Company, 2011 ✓**

Tuesday Section, October 6th, 12-1:30 p.m., Commons 318

Wednesday Section, October 14th, 12-1:30 p.m., Commons 331

From the publisher: "The acclaimed social psychologist offers an insider's look at his research and groundbreaking findings on stereotypes and identity. Claude M. Steele, who has been called 'one of the few great social psychologists,' offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these 'stereotype threats' and reshaping American identities."

Faculty are invited to participate in either Tuesday or Wednesday sections of this book discussion as their schedule allows. The first session of each section 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 8th, Library 767

***Two Sessions with Elizabeth Barkley* ✓**

Please join us for one or both sessions with Elizabeth Barkley, best known for her work in collaborative learning and student engagement techniques. Elizabeth Barkley is a classically trained pianist with a Ph.D. from UC Berkeley and an M.A. and B.A. from UC Riverside. She has worked closely with Berkeley's Center for the Study of American Cultures in pioneering the study of American music from a multicultural perspective. For her work in this area, Dr. Barkley has received numerous awards, including being selected as a Carnegie Scholar in the discipline of music and the California Professor of the Year.

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She is the author of several published articles and books, including *Collaborative Learning Techniques: A Handbook for College Faculty*, now in its second edition (Jossey-Bass, 2014, 2004); *Student Engagement Techniques: A Handbook for College Faculty* (Jossey-Bass, 2010); *At the Crossroads: The Multicultural Roots of America's Popular Music in America* (Prentice-Hall, 2007); *Great Composers and Music Masterpieces of Western Civilization* (co-authored with Robert Hartwell, Pearson, 2003); and *Crossroads: Popular Music in America* (2000). Lunch is provided for the noon session. Please register for each event so that we have accurate counts for seating and food.

12:00-1:20

Expanding Your Repertoire of Effective Group Work Activities

Involving students in collaborative learning is a powerful teaching strategy, but sometimes we rely on a limited number of familiar activities. This interactive session will provide attendees with an increased toolbox of effective group work assignments by introducing them to group learning techniques in six categories: discussion, problem solving, reciprocal peer teaching, graphic information organizing, writing, and games.

1:30-3:00

Making Group Work Work

Evidence abounds that collaborative learning is a powerful teaching strategy, but it is challenging to implement group work effectively. In this interactive session, participants will learn strategies for solving common problems associated with implementing group work effectively as well as acquire practical information on how to form groups, assign roles, assess student learning, and ensure individual accountability.

October 21st, 12-1:30 p.m., Sherman 113

Putting Direct Measures to Work to Promote Student Learning

How do rubrics, portfolios, and other direct assessment measures contribute to student learning? Clearly, direct measure data help instructors to analyze learning outcomes, but can they contribute to students' metacognitive development? What happens when students engage with assessment tools and their own learning results? Can analyzing the results of direct measures empower students to think about their learning? Can engaging students in assessing their own learning enhance their capacities to transfer learning from one situation to another? To explore these and other questions, please join us for an informal discussion of ways to harness the results of assessments to further student learning. Bring examples of your direct measures, data, and ideas about how to engage students in learning assessment. Lunch will be provided.

October 27th, 12-1:30 p.m., Commons 329

***Assessing Group Work* ✓**

Research says that engaging students in group work has the potential, if done effectively, for helping students think more critically about concepts and become better problem solvers. How do we know if that happens? And how do we both promote and evaluate effective group function? In this session we'll share strategies for assessing students' work in groups as well as ideas for ways to assess students' actual learning in the process. Participants will receive a reading assignment to use as a starting point for discussion. Lunch will be provided.

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

Teaching with Narratives & Case Studies

What course content do you remember most clearly from your undergraduate studies? If you recall that content in detail, your professor may have used narrative techniques to capture your attention and fire your imagination. Narrative teaching tools have the potential to recreate experiences for students, generate links between course content and applied learning experiences, and guide students to reflect on situations before they encounter them. But how do you ensure that students don't miss the point? How can you enable students to transfer their learning from the narrative to other situations? For this informal discussion, please bring your examples of teaching with narratives or case studies to share. Lunch will be provided.

December 3rd, 2:30-4 p.m., Commons 329

Writing a Compelling Proposal for the Hrabowski Innovation Fund

In this session, you'll gain insights into what makes a Hrabowski Innovation Fund proposal compelling to reviewers. We'll share tips for what reviewers are looking for in a proposal, helping you to understand what constitutes an innovative idea to enhance teaching/learning. We'll also break the proposal down into parts, discussing the purpose of each section of the proposal and the types of language to use to convey your ideas clearly and compellingly. Two selection committee members and FDC staff will facilitate this session. Attendance is highly recommended for faculty and staff who plan to submit an HIF proposal.

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Winter Programs

Teaching College Science—Two FDC Book Discussions ✓

Teaching Undergraduate Science: A Guide to Overcoming Obstacles to Student Learning by Linda C. Hodges, Stylus Publishing, 2015. ✓

Thursday, January 7th, 12-1:30 p.m., UC 310

Thursday, January 14th, 12-1:30 p.m., Commons 318* NOTE ROOM CHANGE

Please join your STEM colleagues for a discussion of evidenced-based research practices and how to implement them. From the publisher: *Teaching Undergraduate Science* “is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students’ lack of engagement and learning... The author reviews the various learning problems endemic to teaching science, explains why they are so common and persistent, and presents a digest of key ideas and strategies to address them, based on the research. Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement... Each strategy is accompanied by a table categorizing its likely impact, how much time it will take in class or out, and how difficult it will be to implement.”

Each participant will receive a copy of the book. The session on January 7th deals primarily with the first half of the book and the session on January 14th deals primarily with the last half. Please sign up by December 18th so that we have sufficient numbers of books.

✓ This program counts toward the ALIT certificate program.

Reaching Students: What Research Says About Effective Instruction in Undergraduate Science and Engineering by Nancy Kober, National Academies Press, 2015. May be downloaded at <http://www.nap.edu/catalog/18687> ✓

Thursday, January 21st, 12-1:30 p.m., Commons 318

Please join your STEM colleagues for a discussion of evidenced-based research practices and how to implement them. From the publisher: “Evidence from research about how students learn science and engineering shows that teaching strategies that motivate and engage students will improve their learning. So how do students best learn science and engineering? Are there ways of thinking that hinder or help their learning process? Which teaching strategies are most effective in developing their knowledge and skills? And how can practitioners apply these strategies to their own courses or suggest new approaches within their departments or institutions? *Reaching Students* strives to answer these questions.” The book uses concrete examples and case studies to illustrate how experienced instructors have applied evidence-based approaches to address student needs. These approaches can be adapted in all types of institutions and across science and engineering disciplines. The session will also give ALIT certificate participants an opportunity to share thoughts on the program so far.

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Spring Programs

Designing, Scaffolding, and Grading

Assignments Using Bloom's Taxonomy ✓

January 29, 2016

12 to 1:30 pm • Commons 329

What's *Bloom's Taxonomy*, you're wondering? No, it's not a classification system used by gardeners! Bloom's Taxonomy for Teaching, Learning, and Assessment is a powerful tool that can help you set learning goals within your course that reflect different levels of cognitive challenge, and then help you to help students achieve them. In this workshop, we'll walk through some ways to apply Bloom's Taxonomy to design assignments that will provide students a better learning experience and give you a better picture of what they know and can do. Bring your syllabus, an assignment you'd like to tweak, or a topic in your course you'd like to figure out how to assess better. Lunch will be provided.

Assessment in Large Classes ✓

February 2, 2016

12 to 1:30 pm • Commons 329

Are you wondering how to create effective assessments for your large classes without being buried in grading? Find out how your colleagues measure student learning and use the data to inform their teaching. In addition to exploring formative assessments designed to reveal students' progress in understanding key concepts, this session will examine tools that will help you to gather summative results needed for program and general education assessment. Bring your ideas to expand this discussion of using clickers, Blackboard tools, Qualtrics, etc., along with self, peer, and group assessment techniques. Lunch will be provided.

A Writing Plan for Faculty

February 3, 2016

12 to 1:30 pm • Commons 329

In this workshop, participants will learn strategies for being more productive and satisfied in their academic work. Shawn Bediako, Psychology, will share research-based and experiential approaches for enhancing scholarly productivity, managing one's time, and achieving a healthy work/life balance. The discussion will include tips on avoiding classic time management mistakes and setting up a daily writing routine that positions one for success. Lunch will be provided. Co-sponsored by the FDC and the ADVANCE program.

New Workshop Series: Bring Your Best Ideas

Strategies and Techniques for Inspiring Discussion

February 9, 2016

12 to 1:30 pm • Commons 331

This spring semester, we're introducing a new series we're calling, "Bring Your Best Idea," a format designed to leverage the breadth of innovative ideas and teaching expertise on this campus. For this

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series, we invite you to bring your best idea on the topic of the day to a lively, collaborative, and fast-paced sharing session. Each participant who has an idea to share will have two minutes to describe it. No slides please, though a one-page handout to pass around is fine. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you have something to share, you'll leave these sessions with a bunch of new ideas you can try in your own teaching.

Our first topic for this new series will be "Strategies and Techniques for Inspiring Discussion." Perennial challenges in holding in-class discussions include:

- Preparing students to discuss
- Keeping the conversation on topic
- Engaging and sustaining broad participation
- Handling difficult or emotional topics
- Managing discussions in large classes
- Making sure the discussion has a take-home point and students get it

If you have a good practice for addressing one of these challenges, or some other issue related to inspiring discussion, and you can describe it for your peers in 2 minutes or less, please come and share. If you don't usually have discussions in your class or have often wondered how other faculty manage them, come and learn! Lunch will be provided.

Scholarship of Teaching and Learning Discussion Group ✓

12 to 1:30 pm • Sherman 113 • **February 15 (date changed for snow to March 9)** • **March 22** • **April 20**

Do you sometimes find yourself wondering about how students learn in your class? Have you ever analyzed your students' assignments/conversations/emails looking for clues about that? Are you interested in finding out whether a change you make in your teaching improves your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project.

For the spring 2016 semester, we'll begin at the beginning, so to speak. We will read several chapters of *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 (copies provided to participants who attend any session). We will trace a few model projects from initial design to completion, discussing how to develop good research questions, design studies, gather meaningful evidence, and report results. Some sessions may also include brief presentations of faculty projects. Lunch will be provided.

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Spring Book Discussion

Teach Students How to Learn ✓

February 18 OR March 2, 2016

12 to 1:30 pm • Commons 329

Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation, by Sandra Yancy McGuire, Stylus Publishing, October 2015.

From the publisher: “What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance.” As reviewer Tom Angelo notes, this book is for faculty who believe that students could learn more deeply than they do at present, who are frustrated by students who seem unmotivated and disengaged, and who care about educational equity and fairness. All participants will receive a copy of the book ahead of time. Participants can choose from either the Tuesday session on February 18th or the Wednesday session on March 2nd. Lunch will be provided.

Best Practices in Teaching and Assessing Writing in the Disciplines

February 25, 2016

12 to 1:30 pm • Commons 329

In this collaborative session, faculty who have developed writing-intensive courses will share their best practices in assignment design, efficient grading strategies, and assessment of student learning outcomes. Whether you’re looking for ideas on ways to get better writing out of your students, handle the grading load, or improve or revitalize your own WI course, this session is for you. *WI instructors: Please bring a copy of your syllabus to contribute to our repository of writing-intensive course syllabi.* Lunch will be provided. This session is co-sponsored with the Writing Board.

Using Social Media for Learning

March 10, 2016

12 to 1:30 pm • UC 310

You finally got your students to put down their smartphones, so why would you even consider bringing social media into your classroom? While some teachers see social media sites like Facebook, Twitter, LinkedIn, Pinterest, Google+, Tumblr, Instagram, VK, Flickr, Vine, Meetup, Tagged, and Snapchat as learning distractions and potential timewasters, others are using them to engage students and develop their skills. In this panel presentation, UMBC faculty and staff share lessons learned about integrating social media tools into their courses—what worked, what didn’t, and how to assess student learning. Find out how one instructor uses a closed Facebook group to challenge students’ technological competency, critical thinking, and communications skills—and generate learning outcome data that affirms its effectiveness. Explore how another instructor uses Tumblr to foster inspiration through visual

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reflection. Consider how colleagues use blogs, wikis, and other tools to scaffold and organize group projects. Lunch will be provided.

Closing the Loop on Assessment

April 6, 2016

12 to 1:30 pm • Commons 331

You created direct and indirect measures to capture learning data, now what? How do you sift through the data you have collected and apply it to close the learning assessment loop? In this session, participants will explore learning results from a range of assessments, discuss how to interpret and aggregate data, and brainstorm effective interventions and follow-up measures. Faculty and FDC staff will demonstrate how to align course-level learning results to program learning outcomes and the UMBC Functional Competencies, so you can gain a clearer view of student learning at multiple levels. Lunch will be provided.

Creative Tools for Teaching and Evaluation

April 12, 2016

12 to 1:30 pm • Commons 329

Active listening is essential for helping both us and our students learn. One key to productive listening is the way we plan interactions in class. In this workshop, share in the innovative and alternative methods that people are using to move from lecture to interactive experiences and a meditation on how we evaluate the outcomes produced by this work.

Liz Lerman is a choreographer, performer, writer, educator and speaker. She has been the recipient of numerous honors, including a 2002 MacArthur "Genius Grant" Fellowship, a 2011 United States Artists Ford Fellowship in Dance, and the 2014 Dance/USA Honor Award. For more information, please see her website at <http://lizlerman.com/>

Writing about Teaching for Tenure and Promotion

May 17, 2016

3 to 4:30 pm • UC 312

You've written papers, proposals, abstracts, and presentations that describe your research plans and accomplishments—but what about your teaching? As part of the tenure and promotion process faculty are asked to write a self-assessment that includes not only their goals and accomplishments as a scholar, but also as a teacher. How do you craft a persuasive narrative about your effectiveness as a teacher? In this session, FDC staff will share ideas for writing compellingly about your teaching, including what kinds of evidence best support your claims.