
Faculty Development Center 2016-17 Programs

FALL

Scholarship of Teaching and Learning Discussion Group √ §

12 to 1:30 pm • Sherman 113 • August 31, September 27, October 26, and November 29, 2016

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments 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. Lunch will be provided.

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.

Ask Me How I Already Finished My Grading An Introduction to Using Rubrics * √ §

September 7, 2016

12 to 1:30 pm • Commons 329

Teaching and learning research suggests that students need immediate feedback, scaffolding of assignments, and guidance to cultivate metacognition. So how can you meet your students' learning needs without 24/7 grading? Rubrics are one answer. Rubrics enable you to meet students' feedback needs, link low and high stakes learning opportunities, and help students to think about their thinking (and yours). Plus they speed up grading and make it more consistent, while clarifying how you want students to demonstrate their learning. This session explores how to build rubrics, activate them in Blackboard, engage them for self and peer review, and anticipate ways to use the resulting data. Join your colleagues for this discussion on how to create and use rubrics effectively. Lunch will be provided.

Active Learning, Inquiry Teaching (ALIT) Certificate for STEM Faculty Fall Kickoff √

September 9, 2016

12 to 1:30 pm • University Center 310

In this kick-off event for the second year of the new certificate program in Active Learning, Inquiry Teaching (ALIT) we'll discuss strategies to motivate our students to learn on their own—including encouraging them to buy in to active learning approaches in our classes. Participating faculty will share from their experiences and research in this area. The certificate program is designed to support faculty in adopting teaching practices that foster the retention of students in STEM majors and support the development of their students as STEM professionals. The program is open to all instructional faculty who teach courses in the Colleges of Natural and

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Mathematical Sciences or Engineering and Information Technology and is funded by the Colleges, the FDC, and the NIH-funded STEM BUILD at UMBC initiative. All faculty interested in the certificate program are encouraged to attend the kickoff. Lunch is provided.

Flipping the Classroom: The What, Why, and How √ §

September 12, 2016

12 to 1:30 pm • University Center 310

When students prepare for class ahead of time through readings, videos, or web-based assignments, it can open up time in class to practice concepts, apply ideas to new situations, and move students' understanding to deeper levels. But how do you “flip” a class? What and how do students prepare outside of class—and how do you make them accountable for doing so? And what do you do in class? Join this discussion with experienced “flippers” and staff from instructional technology and find out! Lunch will be provided. Co-sponsored by the FDC and the Division of Information Technology. Panelists include: Holly Owens, Instructional Technology; Tim Phin, Ancient Studies; and Anne Spence, Mechanical Engineering.

Blending Active Learning into Lecture √ §

September 15, 2016

12 to 1:30 pm • University Center 310

Research studies strongly suggest that active learning approaches in class help students learn more than lecture alone. But switching from predominantly lecturing to more active formats can seem daunting. How and when do you blend lecture with more active pedagogies? What options do you have for making beginning steps toward less lecture and more active learning? In this session we'll briefly discuss how active teaching approaches can promote better student learning and model some strategies for incorporating more active learning into lectures. Participants will share their experiences transitioning from pure lecture alone. Lunch will be provided.

A Writing Plan for Faculty *

September 21, 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.

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9 am to 2 pm University Center Ballroom and designated rooms

Please join us for the third annual Provost's Teaching and Learning Symposium! This symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss ways to use evidence to inform teaching and learning. Samples of presentations include panels on:

- Hrabowski Innovation Fund Fellows' and Awardees' Projects
- Using Social Media to Assess Student Learning
- The Power of Curriculum Mapping
- Assessing Graduate Courses and Programs
- Assessing Writing in the Disciplines
- Competency-based Education
- ...as well as posters and speedgeeking

In addition, in honor of UMBC's 50th anniversary, Dr. Tom Angelo, well-known educator and consultant, will present an interactive program at 12:30 on the question:

What Have We Learned about Learning in the Last 50 Years – and How Might We Use that Knowledge?

Dr. Thomas Anthony Angelo is clinical professor of educational research and innovation and director of educator development in the Eshelman School of Pharmacy at UNC Chapel Hill. Over the past 30 years, Tom has served as a university faculty member, researcher, faculty developer, and academic administrator in the United States, New Zealand and Australia and consulted on teaching, learning, and assessment, for more than 250 educational institutions and 65 associations and organizations in all 50 states and 18 countries. He has delivered more than 90 invited higher education conference keynotes, and authored or co-authored five books and more than 35 articles and chapters. Tom earned his doctorate from Harvard University's Graduate School of Education.

12 to 1:30 pm • Engineering 102

Ever wonder what your students are thinking in class, and whether they are learning anything? Classroom response systems, also known as “clickers,” are a useful tool for polling students in real time. Because students’ responses are anonymous, asking clicker questions can help promote students’ learning by providing them with immediate, non-intimidating feedback. Clickers also allow you to find out student views on sensitive subjects or even what students think about the day’s class. In this session, faculty who use clickers in their teaching will share their practices, and staff from instructional technology will provide information on how to use clickers conveniently in your teaching. Lunch will be provided. Co-sponsored by the FDC and the Division of Information Technology. Panelists include: Tara Carpenter, Chemistry and

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Biochemistry; Andy Miller, Geography and Environmental Systems; Holly Owens, Instructional Technology; and Luis Pinet-Peralta, Health Administration and Policy Program.

INNOVATE Certificate Kickoff §

October 7, 2016

12 to 1:30 pm • Engineering 102

In this kickoff for the INNOVATE certificate program, we'll discuss the goals of the program. We'll also begin to share ideas with each other of ways to adopt and refine evidence-based teaching approaches that challenge students, foster their persistence, and cultivate their development as 21st century professionals and engaged citizens. These approaches, informed by the extensive body of research on learning, help faculty provide all students with deliberate practice in the skills and habits of mind necessary for learning, inquiry, creativity, and research.

Assessing Student Participation Bring Your Best Idea ✓ §

October 10, 2016

12 to 1:30 pm • University Center 310

Getting students to participate actively in your class discussions and other activities can increase their engagement in the course and possibly enhance their learning as well. But to get students to participate, you've got to "make it count" by putting points on it, don't you? (Or *do* you?) How do you evaluate the quality of individual students' participation and assign it a value within your broader grading scheme? What if you're teaching a large class, or what if participation is happening in small group interactions—then how do you assess it?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best idea for assessing student participation to this 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 welcome. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you bring an idea to share, you'll leave this session with new food for thought and several new ideas you might try in your own course. Lunch is provided.

Empowering Learning Ideas from the 2016 Lilly Conference ✓ §

October 17, 2016

12 to 1:30 pm • University Center 310

Research suggests that students learn best when they are prepared *for* class and actively engaged *in* class. But how do we plan for this approach, and how do we prepare students for their role? Join this discussion in which UMBC faculty share strategies gleaned at the 2016 Lilly Conference on helping students learn, both inside the class and out. Panelists include: Ian Anson, Political Science; Anne Bengochea, MLLI; Nicole Cousin-Gossett, Sociology; Tomoko Hoogenboom, MLLI; Jeanette Hoover, Social Work; and Maria Manni, MLLI. Lunch will be provided.

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Behaviors of Concern *

October 18, 2016

12 to 1:30 pm • Commons 329

We can all work to prevent violence on our campus and work environment. Participants who attend this training will be able to 1) identify behaviors of concern, 2) understand the pathway to violence, 3) know how and who to report behaviors of concern, and 4) understand the role of the behavior risk assessment and consultation team (BRACT) at UMBC. This training includes a video, review of case studies and discussion.

How Learning Works: 7 Research-based Principles for Smart Teaching

Fall Book Discussion—Encore * √ §

October 25, 2016

12 to 1:30 pm • Commons 329

Ever wonder why students have such trouble with concepts that seem so straightforward to you? Or why some students just don't understand what you're asking of them, no matter how clear your instructions? Or why students have such trouble putting ideas or skills together? Join us this fall for an *encore* discussion of the book, *How Learning Works: 7 Research-Based Principles for Smart Teaching* by Ambrose, et al, Jossey-Bass, 2010 (first discussion was fall, 2010). Each participant will receive a copy of the book ahead of time. Lunch will be provided.

From the publisher: "Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning."

Closing the Loop

Using Evidence from Direct Measures to Improve Learning √ § November 1, 2016

12 to 1:30 pm • Commons 331

As scholars, we use evidence to make claims, propose new ideas, and avoid re-inventing the wheel. Through our assessment of student learning we apply this practice to our teaching efforts. At UMBC, 88% of programs have applied student learning evidence to create interventions designed to help students succeed in the discipline. And 61% of programs have applied specific data on student learning (direct measures) to propose these improvements. Join your colleagues to discuss how you have improved student learning through evidence-based interventions—share your examples, learn new ideas, and reflect on institutional-level interventions. Lunch will be provided.

Writing a Compelling Hrabowski Innovation Fund Proposal

December 1, 2016

2:30-4 pm • Commons 329

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,

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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

Designing Effective Courses *√ §

January 20, 2017 • 12 to 1:30 pm • Commons 318

Join FDC staff to learn about the basics of course design. Find out how backwards design works and how it helps you guide your students to learn more effectively. Learn about crafting learning outcomes and mapping them to class assessments and activities. Gain insights about assessing student learning through useful assignments that target the kind of learning you want students to achieve. Lunch will be provided.

January Book Discussion: Teaching and Learning STEM √

January 24, 2017 • 12:00 to 1:30 pm • University Center, Ballroom Lounge

Please join your STEM colleagues for a discussion of evidenced-based research practices and how to implement them. Lunch will be provided.

Teaching and Learning STEM: A Practical Guide, by Richard Felder and Rebecca Brent, Jossey-Bass, 2016. From the publisher: “*Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching courses and assessing students' learning. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems ... that might occur in the implementation.*”

SPRING

Signature Pedagogies in the Arts, Humanities, and Social Sciences §

February 1, 2017 • 12:00 to 1:30 pm • Engineering 102

Signature pedagogies - teaching methods distinctive to specific disciplines - embody the core ideas, values, assumptions, and habits of mind held by expert practitioners. Ideally, these pedagogies help to make such tacit expert knowledge explicit to students, thus preparing them to enter professional practice. But as instructors, we may not always be fully conscious of our expert knowledge, so we are not able to harness the full power of these pedagogies and make it available to students. In this session, we invite faculty in the arts, humanities, and social sciences to explore the signature pedagogies of their disciplines through critical readings. We will gather to discuss and critique the notion of signature pedagogies and how it applies in our own teaching. Readings and lunch will be provided.

Flipping the Classroom: Managing Content √ §

February 9, 2017 • 12:00 to 1:30 pm • Engineering 102

In our introductory program in the fall, a panel of faculty shared their experiences in the practice known as the “flipped classroom.” In this second session of the series, we will focus on how faculty decide on which content students engage with outside of class versus in class. We’ll also discuss efficient and effective ways to create and manage the online content. Join this discussion with experienced “flippers” and Holly Owens, Instructional Technology Specialist, to find out more. This program is offered by the FDC and the Division of Information Technology. Panelists include Kate Drabinski, Kal Nanes, Eileen O’Brien, and Cynthia Wagner. Lunch will be provided.

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Scholarship of Teaching and Learning Discussion Group √ §
February 15, March 14, April 17, 2017 • 12:00 to 1:30 pm • Sherman Hall 113

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' assignments 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. Lunch will be provided.

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.

Classroom Management Techniques: Redirecting Disruptive Students
February 16, 2017 • 12:00 to 1:30 pm • UC Ballroom Lounge

How do you handle disruptive students? Some faculty struggle with students who are openly disruptive during class, for example, challenging the professor in nonproductive ways, calling out in class, or refusing to participate in collaborate learning. Other faculty face challenges outside of class, like students who demand additional points, extensions, or other special treatment. What are the best ways to manage and redirect students' disruptive behavior? Join us for this session to share your approaches and learn classroom management techniques from other faculty. To focus our discussion, we will read "Preventing and Responding to Classroom Incivility," chapter 7 in Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors*. (3rd ed.) San Francisco: Jossey Bass. Available at http://www.pharmacy.cmu.ac.th/unit/unit_files/files_download/2014-05-02Teaching-at-its-best.pdf (pages 71-82). Lunch will be provided.

Spring Book Discussion: Why Students Resist Learning: A Practical Model for Understanding and Helping Students √ §
February 27, 2017 • 12:00 to 1:30 pm • UC 310 OR
March 2, 2017 • 12:00 to 1:30 pm • Commons 329 (Choose one session)

Why Students Resist Learning: A Practical Model for Understanding and Helping Students, Ed. by Anton O. Tolman and Janine Kremling, Stylus, 2017.

This book examines how student resistance to learning results from multiple intersecting forces, including institutional context, faculty attitudes and behaviors, faculty responses to student behaviors, and cultural forces that shape students' expectations about college. The writers provide a "systematic multidisciplinary theory" to explain why student resistance happens and to help faculty recognize, diagnose, and address it. Undergraduate students' views and experiences with resistance add insights to the text. Participants will receive a copy of the book. Lunch will be provided.

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Time Management & Organizational Strategies *
March 7, 2017 • 12:00 to 1:30 pm • Engineering 102

Wondering how you'll find time for teaching, research, and service? Most faculty have complex schedules with multiple demands on their time and expertise - how do they manage? Join us to learn organizational strategies that can help you manage your time to improve productivity and reduce stress. Marie desJardins, Associate Dean for Academic Affairs from COEIT will lead the session. Lunch will be provided.

Iron Chef Session: Best Practices in Motivating Students
March 28, 2017 • 12:00 to 1:30 pm • University Center 312

Join colleagues to creatively and collaboratively explore the theme of motivating students by participating in a small-group situational challenge, complicated by an Iron Chef-like "secret ingredient." This light-hearted competition will offer insights into ways to apply research-based strategies for dealing with everyday classroom situations. This program is offered by the Faculty Development Center and Instructional Technology. Lunch and prizes provided.

Closing the Loop: Crafting Interventions to Improve Student Learning √ §
April 4, 2017 • 12:00 to 1:30 pm • UC Ballroom Lounge

Each semester faculty and staff gather to discuss student learning challenges and achievements and collaborate on ways to improve. Join your colleagues to discuss how you have improved student learning through evidence-based interventions - share your examples, learn new ideas, and reflect on institutional-level interventions. Or bring a learning challenge to discuss with your colleagues. Lunch will be provided.

Bring Your Best Idea: Authentic Assignments and Activities √ §
April 12, 2017 • 12:00 to 1:30 pm • Commons 329

Motivating students, creating connections, solving real-world problems - these are just a few of the aims and benefits of authentic learning. Such experiences can be provided through a wide range of activities and assignments in a variety of contexts, including role-playing exercises, technology-based simulations and visualizations, problem-based activities, case studies, and participation in virtual communities of practice. What techniques and assignments have you used to introduce students to real-life problems and practices of your discipline? How do you assess their performance? What challenges have you faced in using such assignments?

For Bring Your Best Idea sessions, we (locally) crowdsource answers to questions such as these. Please bring your best authentic assignment or activity to this 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 welcome. After 20-30 minutes of sharing ideas, we'll shift to Q&A and discussion. Whether or not you bring an idea to share, you'll leave this session with new food for thought and several new ideas you might try in your own course. Lunch will be provided.

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Writing a Compelling Hrabowski Innovation Fund Proposal

April 26, 2017 • 2:30-4:00 pm • Sherman Hall 113

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.

INNOVATE Certificate Program—Year-End Gathering §

April 28, 2017 • 12:00-1:30 pm • Engineering 102

In this year's final discussion, we will review lessons learned, share strategies participants have used to promote student learning, and discuss how your Teaching Improvement Projects are taking shape.

Team-Based Learning: The Transformative Use of Small Groups ✓ §

May 2, 2017 • 12:00-1:30 pm • University Center 310

Have you thought about using group work in class, but didn't know where to start? Or have you used groups but with less success than you'd like? Please join your colleagues for a discussion on the pedagogical approach known as Team-Based Learning (TBL). TBL is a specific structured format that encourages students to prepare for class, engage with groups during class, and reflect on their learning. During this session, faculty who use TBL (either in its entirety or selected aspects) will discuss their goals for student learning and how TBL helps address them, the structure of their TBL-based classes, the positive outcomes they've experienced, and any challenges they still encounter. Panelists include: Milvia Hernandez, MLLI, Anita Komlodi, Information Systems, Kal Nanes, Mathematics and Statistics, Anne Spence, Mechanical Engineering, and Cynthia Wagner, Biology. Lunch will be provided.

ALIT Certificate Celebration and Retrospective

May 5, 2017 • 12:00-1:30 pm • Engineering 102

Join your ALIT colleagues for a year-end review of lessons learned about ways to foster the retention of students in STEM majors and support the development of students as STEM professionals. The first cohort of faculty are finishing their requirements, and the second cohort are almost half-way through. Now is a great time to reflect, take stock, and celebrate! In this year's final discussion, we will also share strategies participants have used to promote student learning, and discuss a new research reading. The article will be sent to registered participants. ALIT participants are strongly encouraged to attend. Lunch will be provided.

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