
Faculty Development Center 2021 - 2022 Programs

Please Note: Registration is required for all programs to receive the WebEx link or ensure adequate seating/food. Please register via myUMBC: <https://my.umbc.edu/groups/calt/events>.

SUMMER

SoTL Working Group Meeting (Invitation Only) Tuesdays, July 6 and 13, 2021 • 1:00 to 2:00 pm • Online via WebEx

A group of SoTL Working Group members decided to meet weekly throughout the summer as a sort of writing/analysis/project development accountability group. Someone from FDC will be present at each session to facilitate and provide support for your writing, analysis, or planning. We'll all check in briefly at the beginning of each session, then will use the remaining time as focused writing or project development time.

FALL

Using Reconnection Wrappers, Knowledge Probes, and Reflections to Help Students Reactivate Prior Learning, Resolve Gaps, and Ready Themselves for Success in Your Class √ § Thursday, September 2, 2021 • 12:00 to 1:00 pm • Online via WebEx

How can you help your students analyze their prior knowledge, so they can affirm learning gains and pinpoint areas that need attention? Students returning from remote learning will need mentoring and learning opportunities to empower them to tap into their self-regulation capacities and connect and synthesize learning from before, during, and after the pandemic. In this session, we'll discuss reconnection wrappers, knowledge probes, and reflections--formative exercises designed to activate prior knowledge for new purposes and help teachers and students identify gaps in knowledge, skills, and abilities needed for effective learning in your class. We'll discuss examples and ways to have intentional conversations with students about the challenges of integrating and enriching learning during the pandemic, helping them negotiate the difficulties of returning to the classroom.

Designing, Scaffolding, & Grading Assignments Using Bloom's Cognitive Taxonomy √ § Wednesday, September 8, 2021 • 12:00 to 1:00 pm • Online via WebEx

Bloom's taxonomies are powerful tools for teaching, learning, and assessment that help clarify your course learning goals across different skill levels, better enabling you to guide students toward mastery. In this workshop, you'll learn about all three taxonomies: cognitive, affective, and psychomotor. Then, we'll apply Bloom's cognitive taxonomy to some example assignments. By the end of the session, you will have increased familiarity with designing assignments that

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enhance students' learning experience and accurately capture students' learning. Look for future sessions on applying the affective and psychomotor taxonomies.

Building a Class Community

Welcome to our Adjuncts!

Thursday, September 9, 2021 • 4:30 to 5:30 pm • Online via WebEx

This discussion is specifically designed to welcome new adjuncts who started teaching at UMBC in Fall 2021 and connect them to other faculty. All faculty are invited to attend and welcome our adjuncts!

Key to students' motivation and learning is a feeling of connectedness to the class--to the instructor, to peers, and to content. Such feelings foster engagement--an essential element for students to succeed. How can we create that sense of community whether we're teaching face-to-face, online, hybrid or Hyflex? Join with colleagues for a virtual discussion about ways to structure student interactions, demonstrate and manage your presence in the class, teach for inclusion, and convey caring support in your course, regardless of delivery format. Please read this brief post in preparation for our discussion: [A Checklist for Building Community in the College Classroom](#).

Active Learning Inquiry Teaching (ALIT) Certificate Fall Kickoff ✓

Friday, September 10, 2021 • 12:00 to 1:00 pm • Online via WebEx

In this inaugural event for the seventh year of the certificate program in Active Learning, Inquiry Teaching (ALIT), we'll discuss strategies to help ALL students become more expert-like in their thinking and learning. Faculty play a critical role in motivating all students to learn, both through our mindsets and our pedagogical approaches. These ideas are even more important this fall as we address the learning challenges lingering from the pandemic. During the kickoff, participants will share key ideas for inclusive and supportive teaching, drawing from the following three articles. **Please scan one or more of these** and come prepared to share your best ideas for practice.

- [Does my professor think my ability can change?](#) Students' perceptions of their STEM professors' mindset beliefs predict their psychological vulnerability, engagement, and performance in class.
- [Active learning narrows achievement](#) gaps for underrepresented students in undergraduate science, technology, engineering, and math.
- Enhancing diversity in undergraduate science: [Self-efficacy drives performance gains](#) with active learning.

All faculty participating in the certificate program are encouraged to attend the kickoff. ALIT Certificate alumni are also invited to attend.

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THE ADVANCED TOPICS SERIES:**Designing Embodied Learning Experiences √ §****Monday, September 13, 2021 • 12:00 to 1:00 pm • Online via WebEx**

After a year of sitting idle and isolated inside our WebEx windows, hyperfocused on physical health, how can we re-invigorate our return to the classroom with kinesthetic learning approaches? How do movement and embodied experiences interact with cognitive and affective learning? Embodied cognition research demonstrates how physical experiences shape our thinking, how our bodies interact in social spaces like the classroom, and how our bodies reward us for synthesizing new experiences (Hrach 2021). Join us to complicate your cognitive and affective taxonomy knowledge by integrating ideas from the psychomotor taxonomy and embodied learning research, to generate practical applications adaptable to classrooms of many sizes and modes.

Pedagogical Homecoming: Virtual Social Hour**Wednesday, September 15, 2021 • 12:00 to 1:00 pm • Online via WebEx**

The return to our physical campus and new routines will require adjustments, or present unique challenges, for many of us. What are you concerned about? What are you celebrating? How are you supporting students in this transitional time? Back by popular demand, join the FDC to connect and de-stress with colleagues across the disciplines in this informal space! While we'll specifically address the questions above, we welcome discussion of your teaching challenges or best ideas. Bring your lunch or beverage of choice, drop in and drop out as you want, and come as you are.

Innovation for Teaching Effectiveness (INNOVATE) Certificate Fall Kickoff §**Friday, September 17, 2021 • 12:00 to 1:00 pm • Online via WebEx**

In this kickoff event for the sixth year of the certificate program in Innovation for Teaching Effectiveness (INNOVATE), we'll explore ways that faculty can adopt and refine evidence-based teaching approaches that challenge students, foster their persistence, and cultivate their development as 21st century professionals and engaged citizens. We'll connect research ideas to practice by reflecting on plans for participants' projects. All faculty participating in the certificate program are encouraged to attend the kickoff.

Moving Forward Together: Supporting Students and Ourselves √ §**Wednesday, September 22, 2021 • 12:00 to 1:00 pm • Online via WebEx**

As we try to adapt to the (shifting) new normal after a year of quarantine, we face new stressors and challenges that compound our own efforts to persist. Likewise, our students are venturing onto campus (many for the first time), re-learning how to be together in live classrooms or residence halls again, and working to recover learning opportunities lost to the pandemic and social upheaval. Let's reflect on how we can move forward together, re-build our resilience, and inspire our students and ourselves to persist, learn, and connect. Before the session, we invite

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you to choose at least one of these new resources to think through your own experiences and share your thoughts during the discussion:

- [How to Be More Intentional](#) with course policies, LMS, and scaffolding feedback article in Faculty Focus
- [Pedagogy of Healing](#) article with 13 actions to help promote students' mental health in Inside Higher Ed
- [Trauma-Informed Pedagogy webpage](#) cited in the Chronicle
- [Designing Self-Care Practices for This Academic Year](#) article in the Scholarly Teacher

If you wish to learn more, we invite you to review the [resources from this menu](#) from our previous sessions on trauma-informed pedagogy. Please join us to continue the conversation next month as we [explore the challenges of returning to normal on October 19](#).

Test Writing Part 1: Thinking Through Good Question Design √ § Monday, September 27, 2021 • 12:00 to 1:00 pm • Online via WebEx

Assessing student learning through homework, quizzes, exams, or polling using publisher question banks may seem time efficient, but developing your own questions can more effectively address your desired learning objectives as well as better support academic integrity. You can pose questions at different levels of challenge to encourage deeper learning among students and create meaningful distractors to motivate students to apply concepts to determine the best answer. In this session, we'll discuss productive approaches and common pitfalls to writing multiple-choice questions that encourage learning. Panelists include Sarah Leupen (Biological Sciences) and Cody Goolsby-Cole (Physics). The follow-up session will discuss current and future ideas for setting up question pools in Blackboard and will be led by panelists Tara Carpenter and Sarah Bass (Chemistry and Biochemistry).

This series is co-hosted by the FDC and Instructional Technology.

THE ADVANCED TOPICS SERIES:

**Teaching Digital Reading Discussion √ §
Wednesday, October 6, 2021 • 12:00 to 1:00 pm • Online via WebEx OR
Thursday, October 7, 2021 • 11:00 am to 12:00 pm • Online via WebEx**

How does reading digital texts affect students' learning? Although studies suggest that students comprehend more when reading on paper instead of a screen, a majority of students access readings on their phones (and on the go). How can educators help students to read effectively on screen? Cohn calls on educators to "draw explicit attention to the act of reading" to guide students towards reading well in a range of spaces. She offers a digital framework to guide students through curation, connection, creativity, contextualization, and contemplation; discusses annotation and other tools; and situates contemporary reading within historical and material contexts. Please join your colleagues for a discussion of *Skim, Dive, Surface: Teaching Digital Reading* by Jenae Cohn, 2021. Bring your lunch or a snack and join in the conversation!

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Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

1. Log into [myUMBC](#)
2. Go to [the AOK Library Website](#)
3. In the AOK OneSearch box, type the book title and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

There will be two sessions, October 6 and October 7. Please register for ONE session only. Only one session can count toward the ALIT or INNOVATE Certificate programs.

Test Writing Part 2: Effective Online Testing Without Surveillance Software √ § **Tuesday, October 12, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Online tests can be a convenient, informative way to assess student learning. But how do we maintain academic integrity online without relying on the use of intrusive surveillance software? In this session, two UMBC chemistry professors who teach the largest course on campus (800+ students), will share their methods for setting up online tests in Blackboard that both respond to students' needs and provide strategies for preventing academic dishonesty. Their approach includes the use of an honor pledge, grouped questions with backtracking, staggered exam starting points, and use of question pools. Their question pools are original, authentic questions that are similar in rigor and concept, but vary in question prompt details and related "correct" answers. Blackboard can then be set to draw random questions from each pool, generating distinct exams for each student. A screencast video demo of their approach -- referenced in a 10/26/20 *Washington Post* article -- can be seen at <https://doit.umbc.edu/news/?id=97023>.

During this joint FDC & DoIT workshop, Sarah Bass & Tara Carpenter will discuss their approach, describing effort required, lessons learned, and next steps. We'll also use their experience as context for a discussion about online testing in the time of COVID.

Scholarship of Teaching and Learning Discussion Group √ § **Wednesday, October 13, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' work looking for patterns in their learning? Are you interested in finding out whether a pedagogical change will improve your students' learning? If so, then join your colleagues for a continuing discussion about all aspects of planning, executing, and publishing a scholarship of teaching and learning project.

THE DIVERSE CLASSROOM SERIES: **Rethinking the Return to "Normal"** √ § € **Tuesday, October 19, 2021 • 12:00 to 1:00 pm • Online via WebEx**

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Do you cringe at the thought of “returning to normal” this year? Even if not, is it surprising to learn that several students are bracing themselves for, or currently struggling with, what it means to “return to normal?” Let’s dig deeper into this phenomenon unearthed by the ongoing pandemic; flexibility and accessibility allowed for a more inclusive learning environment, yet now these privileges may be disappearing. This session in the Diverse Classroom Series asks participants to reflect on the ways the “normal” college classroom in 2019 may have oppressed our diverse student body. Participants will gain perspective on how the sudden universal need for remote learning “evened the playing field” for some learners, especially those with intersectional identities. Finally, this session will encourage participants to be cognizant of how they can challenge the meaning of returning to normal, for their classroom(s).

Prior to attending, please explore one or more of these resources:

- [Read this opinion piece by an instructor](#) or [Read this article about college students](#) or [Read this scholarly article about vaccine hesitancy](#), or...
- [Watch this opinion piece by working adults](#), or...
- [Listen to this podcast by Marketplace](#).

THE ADVANCED TOPICS SERIES:

Student-Activated Rubrics: Creating a Pathway to Deepen Student Learning ✓ § **Thursday, October 21, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Student-activated rubrics can help students learn more effectively, cultivate self-efficacy, and sidestep assignment pitfalls. In fact, students’ work improves when they analyze their own and peers’ work with a rubric. Rubrics can foster self-regulation, reduce anxiety, and nurture students’ metacognition skills. In this session, we’ll examine how to activate rubrics as self- and peer- assessment tools, guide students through the explicit pathway to success that your rubric creates, and engage students in co-creating, revising, clarifying, and improving rubrics. We’ll also share a synopsis of the latest research on rubrics and encourage you to try an idea or two with your students.

Bring Your Best Idea: Active Learning at a Social Distance ✓ § **Tuesday, October 26, 2021 • 11:00 am to 12:00 pm • Online via WebEx**

Active learning, or approaches that engage students – independently or in groups – in applying, synthesizing, or evaluating ideas, have been shown to be highly effective in supporting student learning. However, some forms of such interactive learning present challenges when everyone is masked and at least three feet apart. What strategies have you used for getting your students engaged with the content and interactive in your classroom while maintaining a social distance? What tools or techniques have you adopted to overcome the physical and visual barriers of the current situation? How can we work around the challenges in this environment?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for doing active learning at a social distance to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will

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have the opportunity to reflect on the theme and write a brief description of a problem or a strategy related to the theme. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a link to a handout 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.

Unifying Learning Taxonomies through Affective Learning: Critical Reflection & Integrative Action ✓ §

Tuesday, November 9, 2021 • 12:00 to 1:00 pm • Online via WebEx

How can affective learning outcomes help students synthesize all three (affective, cognitive, and psychomotor) learning taxonomies? How can we help students integrate their senses of themselves with civic agency and identify appropriate actions to address ethical, social, and environmental challenges? Our continuing affective learning series features learning opportunities designed to cultivate students' capacities in critical reflection and integrative action: we'll explore learning outcomes, assignments that develop this learning, and ways to work with students to measure learning and foster transparency. We welcome attendees of earlier affective learning workshops to join us to move their work forward and invite first-time attendees to discover how colleagues are integrating affective, cognitive, and psychomotor taxonomies to build students' growth mindset and lifelong learning capacities.

New STEM Faculty Book Discussion ✓

Tuesday, November 16, 2021 • 11:00 am to 12:00 pm • Online via WebEx

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book. This session will focus on the first chapter and Part I, pp. 1-87.

THE ADVANCED TOPICS SERIES:

Ungrading Book Chapters Discussion ✓ §

Wednesday, November 17, 2021 • 12:00 to 1:00 pm • Online via WebEx

Grades are so central to education today that it can be difficult to imagine teaching and learning experiences without them. Conventional wisdom at UMBC whispers that students will not complete work unless it is clearly tied to points. What happens when educators move away from grading's extrinsic rewards and work to cultivate intrinsic motivation and love for learning? What if you had other ways to give students feedback, motivate them, and still meet the registrar's grade deadline? Explore these ideas with your colleagues in a discussion series of *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* by Susan Blum, 2020. Our first discussion focuses on:

- Blum's "Introduction: Why Ungrade? Why Grade?" (pp. 1-22),
- Stommel's "How to Ungrade" (Chapter 1, pp. 25-41), and
- Katapodis and Davidson's "Contract Grading and Peer Review" (Chapter 7, pp. 105-122).

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WINTER

New STEM Faculty Book Discussion ✓ Tuesday, January 11, 2022 • 11:00 am to 12:00 pm • Online via WebEx

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book. This session will focus on Part II, pp. 91-183.

Teaching STEM ✓ Wednesday, January 19, 2022 • 12:00 to 1:00 pm • Online via WebEx

How do we make our STEM classes inclusive and effective for our diverse students today? A number of approaches can contribute to a positive classroom climate for all our students, supporting their success in different ways—for example, using active learning approaches can help us cultivate a growth mindset and self-efficacy in our students. But something we may think about less often is how grading factors into all our well-meaning intentions. Join your colleagues for a discussion of an example of ungrading, an approach that strives to focus students more on their learning than on their performance as measured by grades. We'll look at a chapter from the book, *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* by Susan Blum, 2020, specifically:

- Sorensen-Unruh's "A STEM Ungrading Case Study: A Reflection on First-Time Implementation in Organic Chemistry II" (Chapter 9, pp. 140-160).

As you reflect on the reading, think about if or how ungrading might fit within and support active learning practices—face-to-face or online—and may foster students' growth mindset.

Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

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Engaging Students: Online or in the Distanced Classroom ✓ §
Welcome to our Adjuncts!

Wednesday, January 26, 2022 • 4:00 to 5:00 pm • Online via WebEx

This discussion is specifically designed to welcome new adjuncts who start teaching at UMBC in Spring 2022 and connect them to other faculty. All faculty are invited to join us to welcome our adjuncts and discuss student engagement!

For students to succeed in our courses they need to be engaged, both cognitively and emotionally. How can we engage students whether we're teaching face-to-face, online, hybrid or HyFlex? Join with colleagues for a virtual discussion about ways to structure student interactions, demonstrate and manage your presence in the class, teach for inclusion, and convey caring support in your course, regardless of delivery format.

SPRING

FLC Mid-Year Gathering

Friday, February 4, 2022 • 12:00 to 1:00 pm • Online via WebEx

Bring your lunch and join this informal gathering of current FLC participants to discuss how things are going, share what you're working on and learning, and ask questions of the other FLC members. We'll begin with a brief sharing by each FLC and transition to discussion. So many of you were interested in more than one FLC topic this year, that we wanted to provide this opportunity for cross-pollination among the FLCs.

THE DIVERSE CLASSROOM SERIES:

Confronting Racism in the Margins: Inclusive Writing across the Disciplines ✓ § C
Thursday, February 10, 2022 • 12:00 to 1:00 pm • Online via WebEx

Please join us to discuss the short reading "[Racism in the Margins](#)" by Gabriel Morrison and Kathleen Tonry. The text highlights the prevalence of implicit racism in instructors' feedback on students' writing assignments across the disciplines. During our session together, we'll grapple with ideas for taking antiracist action at UMBC to support our faculty in "advocating for writerly agency" of students. In turn, we will work toward our institution's commitment to inclusive excellence. All teaching faculty and staff are encouraged to attend. As the reading notes, "racism in the margins" demands action within writing-intensive courses across the disciplines and is not restricted to Writing Centers or general composition-courses. Registrants may also wish to scan a few resources highlighted within the reading:

- [A Racial Microaggressions Survey](#)
- [The Conversations from the Margins video](#)

This session is co-sponsored by the FDC, the Writing Center, and the Writing Board.

THE ADVANCED TOPICS SERIES:

Ungrading Book Chapters Discussion ✓ §

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**Tuesday, February 15, 2022 • 12:00 to 1:00 pm • Online via WebEx OR
Wednesday, February 16, 2022 • 12:00 to 1:00 pm • Online via WebEx**

Grades are so central to education today that it can be difficult to imagine teaching and learning experiences without them. Conventional wisdom at UMBC whispers that students will not complete work unless it is clearly tied to points. What happens when educators move away from grading's extrinsic rewards and work to cultivate intrinsic motivation and love for learning? What if you had other ways to give students feedback, motivate them, and still meet the registrar's grade deadline?

Explore these ideas with your colleagues in a continuing discussion of *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* by Susan Blum, 2020. Our second discussion focuses on:

- Riesbeck's "Critique-Driven Learning and Assessment" (Chapter 8, pp 123-139),
- Schulz-Bergin's "Grade Anarchy in the Philosophy Classroom" (Chapter 11, pp. 173-187), and
- Blum's "Not Simple But Essential" (Conclusion, pp. 219-228).

To maximize learning from each other, both sessions are open to all faculty, but we are inviting faculty to choose sessions based on discipline if they wish:

- **February 15: focus on arts, humanities, and social science classes**
- **February 16: focus on STEM classes**

Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

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3. In the AOK OneSearch box, type the book title and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

While you are welcome to join both sessions, only one session can count toward the ALIT or INNOVATE Certificate programs.

**Essentials of Effective Teaching for Busy Faculty √ §
Wednesday, February 23, 2022 • 12:00 to 1:00 pm • Online via WebEx**

Given the many demands on faculty time, we often cannot devote all the time we'd like to improve our teaching. How do we wisely choose among the vast array of pedagogical techniques and teaching ideas to have the greatest positive effect on our teaching and our students' success— and still remain sane and have a life? This issue has taken on additional meaning and urgency during all the transitions and upheaval of the pandemic. In this session, past recipients of a Presidential or Regents' teaching award will share valuable insights on their current most go-to ideas about teaching and then participate in a general discussion. Panelists include Lee

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Blaney (Chemical, Biochemical, and Environmental Engineering), Amy Froide (History), Sarah Leupen (Biological Sciences), and Donald Snyder (Media and Communication Studies).

Virtual Pedagogical Social Hour

Thursday, February 24, 2022 • 12:00 to 1:00 pm • Online via WebEx

Back by popular demand, join the FDC to connect and de-stress with colleagues across the disciplines in this informal space! We welcome discussion of your teaching challenges or best ideas. Bring your lunch or beverage of choice, drop in and drop out as you want, and come as you are.

Bring Your Best Idea: Challenges of Teaching Face-to-Face during COVID √ § **Wednesday, March 2, 2022 • 12:00 to 1:00 pm • Online via WebEx**

Many faculty and students are happy to return to in-person classrooms, sharing the immediate learning environment and enriching it with props, tools, and our own physical presence. However, teaching face-to-face in COVID times also comes with challenges. How do we communicate clearly through masks? How do we adapt pre-COVID activities that require getting into each other's physical space? How can we bring some community-building and engaging elements of the online classroom, such as the chat function and polling tools, into our in-person classrooms?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for teaching in person during COVID to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will have the opportunity to reflect on the theme and write a brief description of a problem or a strategy related to the theme. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a link to a handout 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.

INNOVATE Discussion: Signature Assignments and Principles of Assignment Design §

Friday, March 4, 2022 • 12:00 to 1:00 pm • Online via WebEx

Many INNOVATE participants expressed interest in course design/re-design in your applications to the program. This INNOVATE-only session responds to these interests by focusing on assignment design, especially *signature assignments*, i.e., assignments that allow students to demonstrate deep learning and their achievement of one or more essential course goals. We will discuss what makes an assignment engaging and effective and how to design assignments to help students achieve key learning goals. In preparation for the session, please view either *the first 15 minutes* of this webinar from Arizona State University, [Deep-Dive: Signature Assignments](#) or the accompanying [slides](#). (Note: If you're pressed for time, watching

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the video at 1.5x the recorded speed works well.) Also, please bring with you an assignment you would like to revise or some learning outcomes for a new assignment you want to create.

All current INNOVATE participants and INNOVATE alumni are invited to participate.

THE PROVOST'S NEW FACULTY LUNCH SERIES:

Faster, Easier, and More Effective ... Grading? √ §

aka Quick, Quality, Feedback Practices to Quell Quantity

Wednesday, March 9, 2022 • 11:00 am to 12:00 pm • Online via WebEx

You promised yourself not to let it happen ... but, there it is, a gigantic (virtual) pile of student work, calling out for your feedback. And it's only midterm. How can you sustain your student-centered focus without losing control of your schedule? How can you get ahead of grading and feedback? How can you help students activate your formative feedback, so their work gains clarity and complexity? (aka, how can you create a more enjoyable final grading experience for yourself?) In this session, we explore practices (like logistical tricks, quick click rubrics, discussion and participation portfolios, and scaffolding) that can help you manage formative and midterm feedback, motivate students' metacognitive capacities, and make your feedback more effective for students' next learning activities.

THE DIVERSE CLASSROOM SERIES:

UDL – What is it and Why is it Important? √ §

Tuesday, March 15, 2022 • 12:00 to 1:00 pm • Online via WebEx

Please join us to discuss an introduction to Universal Design for Learning (UDL), a pedagogical framework for cultivating an accessible classroom culture. At UMBC, 61% of students are people of color, 29% of students are Pell grant eligible, and approximately 50% of graduate students are international. While not UMBC specific, nearly 20% of college undergraduates in the United States report having a disability, many of whom do not seek formal accommodations for complex reasons. How can we, as instructors, make strides to provide the learning opportunities, engagement, and evaluation modes our diverse study body requires? UDL can guide us to proactively design our courses (and attitudes!) to accommodate a variety of learners. When multiple means of content representation, engagement, and action/expression are welcome in our classrooms, we may benefit a wider audience than we realize. This session is a venue to learn about the power of UDL and share a few tangible approaches to further promote an inclusive classroom. Note, we are planning an *Advanced Topics in UDL* session for the near future.

Scholarship of Teaching and Learning Discussion Group √ §

Thursday, March 17, 2022 • 11:00 am to 12:00 pm • Online via WebEx

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' work looking for patterns in their learning? Are you interested in finding out whether a pedagogical change will improve your students' learning? If so, then join

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your colleagues for a continuing discussion about all aspects of planning, executing, and publishing a scholarship of teaching and learning project.

In this session, Donald Snyder (Media & Communication Studies) will talk about how he is using modules in his MCS 101 class that are designed to develop students' abilities to think about their thinking (metacognition) and become more self-regulated learners over time. He will share both his co-authored study design process and his results in progress.

***Engaging Ideas* Book Discussion, Chs. 6-7 √ §**
Tuesday, March 29, 2022 • 4:00 to 5:00 pm • Online via WebEx OR
Thursday, March 31, 2022 • 12:00 to 1:00 pm • Online via WebEx

In the revised and updated edition of *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (3rd Ed.), John Bean returns from retirement, persuaded by readers to renew this beloved book in collaboration with Dan Melzer. You'll find the clear advice, practical strategies, and useful examples you appreciated in past editions along with the latest on writing transfer; metacognition, self-assessment, and peer review; translanguaging approaches to diversity in language practices; grading alternatives and ungrading; and social media and technology. In this session, we'll discuss how to design activities that help students think critically; ways to help students read mindfully (themes that have echoed throughout our recent discussions); and how we can engage with these ideas in our own classrooms. Our discussion focuses on:

- “Designing Tasks to Promote Active Thinking and Learning” (Chapter 6, pp. 121-131), and
- “Helping Students Read Mindfully Across the Disciplines” (Chapter 7, pp. 133-158).

Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

1. Log into [myUMBC](#)
2. Go to [the AOK Library Website](#)
3. In the AOK OneSearch box, type the book title (not the chapter title) and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

There will be two sessions, March 29 at 4 PM and March 31 at 12 PM. While you are welcome to join both sessions, only one session can count toward the ALIT or INNOVATE Certificate programs.

***New STEM Faculty Book Discussion* √**
Thursday, April 7, 2022 • 1:00 to 2:00 pm • Online via WebEx

This cohort based book discussion will cover *Teaching and Learning STEM: A Practical Guide* by Felder and Brent, 2016. There will be three sessions devoted to the book. This session will focus on Part III, pp. 187-287.

Reflecting to Learn √ §**Wednesday, April 13, 2022 • 12:00 to 1:00 pm • Online via WebEx**

As educators increasingly appreciate the role that reflection plays in learning, many have adopted a variety of practices that encourage students to become more self-reflective. The focus of students' reflection can vary as much as the form, including reflecting on their relationship to the subject matter, their thinking and learning processes, and how their sense of self and understanding of the world changes as a result of learning. In this panel discussion, four UMBC faculty members will describe how they have incorporated reflecting-to-learn activities into their pedagogies, including the purposes, samples of student work, and how they assess student learning from these exercises. Panelists include: Karen Chen (Information Systems), Kathleen Hoffman (Mathematics and Statistics), Brian Kaufman (Music), and Maria Sanchez (College of Engineering and Information Technology).

THE DIVERSE CLASSROOM SERIES AND THE ADVANCED TOPICS SERIES:**UDL – What We Know and How to Grow? √ §****April 19, 2022 • 12:00 to 1:00 pm • Online via WebEx**

Please join us to workshop pedagogical strategies for cultivating an accessible classroom culture through the lens of Universal Design for Learning (UDL). While open to all who are interested, this Advanced Topics session targets teaching faculty and staff who are fluent in the UDL framework but would like the space to develop new strategies for implementation, alongside colleagues. Participants are encouraged to share their own successes and challenges with UDL, and then work with each other to establish plans for increasing the means of content representation, engagement, and action/expression in their current or upcoming course(s). This session is a venue to share, and build upon, approaches that go beyond traditional academic accommodations to further promote inclusion of our broadly diverse learners.

THE ADVANCED TOPICS SERIES:***Engaging Ideas* Book Discussion, Chs. 13 and 14 √ §****Thursday, April 14, 2022 • 4:00 to 5:00 pm • Online via WebEx OR****Wednesday, April 20, 2022 • 12:00 to 1:00 pm • Online via WebEx (CANCELLED)**

In this session, we'll explore key end-of-semester concerns, including helping students improve their final projects before submission and cultivating improved learning (and easier grading) through effective and efficient feedback. We'll use the revised and updated edition of *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (3rd Ed.) by John C. Bean and Dan Melzer (2021) to help you build on grading efficiencies explored in last month's [Faster, Easier, and More Effective ... Grading?](#) session, though attendance at that session is not required to join this discussion.

This revised edition offers the clear advice, practical strategies, and useful examples you appreciated in past editions along with the latest on writing transfer; metacognition, self-assessment, and peer review; translanguaging approaches to diversity in language practices; grading alternatives and ungrading; and social media and technology. Our discussion focuses on:

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- “Coaching the Writing Process and Handling the Paper Load” (Chapter 13, pp. 278-297), and
- “Providing Effective and Efficient Feedback” (Chapter 14, pp. 298-316).

Participants may access the ebook online at any time through the AOK library in advance of the session using the following step-by-step instructions:

1. Log into [myUMBC](#)
2. Go to [the AOK Library Website](#)
3. In the AOK OneSearch box, type the book title (not the chapter title) and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

There will be two sessions, April 14 at 4 PM and April 20 at 12 PM. While you are welcome to join both sessions, only one session can count toward the ALIT or INNOVATE Certificate programs.

Active Learning Inquiry Teaching (ALIT) Certificate End of Year Celebration √ Friday, April 22, 2022 • 12:00 to 1:00 pm • Online via WebEx

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. 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.

This event is for participants who have applied and been accepted to participate in the Active Learning, Inquiry Teaching (ALIT) Certificate program. Both those in the first or second year of the program are strongly encouraged to attend. Alumni of the program are also welcome to join.

Innovation for Teaching Effectiveness (INNOVATE) Certificate End of Year Celebration § Friday, April 29, 2022 • 12:00 to 1:30 pm • Online via WebEx

In this year’s final discussion, we will review lessons learned, share strategies participants have used to promote student learning, and share your Teaching Improvement Projects.

This event is for participants who have applied and been accepted to participate in the Innovation for Teaching Effectiveness (INNOVATE) Certificate program. Both those in the first and second years of the program are encouraged to attend. Alumni of the program are also welcome to join.

Faculty Learning Communities End of Year Celebration Friday, May 6, 2022 • 12:00 to 1:30 pm • Online via WebEx

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To learn more about the Faculty Learning Community (FLC) program, please join this celebration where participants in the current FLCs will present the outcomes of their work. The facilitators of proposed FLCs and FDC staff will be on hand to answer your questions. Further information about FLCs is our website: <https://calt.umbc.edu/learning-communities/faculty-learning-communities/>.

Program Series

THE PROVOST'S NEW FACULTY LUNCH SERIES **Our longest running series!**

Sessions in this series are designed to support new faculty as they transition to teaching at UMBC. They involve sharing ideas on how to foster and assess student learning, including:

- Effective and inclusive teaching approaches,
- Efficient grading strategies, and
- Campus resources for faculty and student success.

All faculty are welcome to attend.

THE ADVANCED TOPICS SERIES **Launched in September 2021!**

Sessions in this series are designed to delve deeper into special topics that synthesize multiple research-based ideas for cultivating student learning. During these sessions, faculty and staff colleagues will support your efforts to energize your classroom with classic and cutting-edge pedagogical approaches that will help you to...

- Identify how to integrate complex learning science applications into your course design and delivery,
- Challenge your higher order thinking skills to investigate and assess new ways to foster student success, and
- Connect and collaborate with colleagues seeking to create exemplary learning exercises and environments across courses and learning opportunities.

All faculty are welcome to attend, especially those who...

- aspire to complicate and build on core pedagogical knowledge shared in other FDC programs, or
- wish to cultivate and apply learning research to innovative, engaging, and effective classroom practices.

THE DIVERSE CLASSROOM SERIES Launched in February 2017!

Sessions in this series are designed to help you capture UMBC's strengths in diversity to create vibrant learning environments--environments that effectively challenge and support every student. During interactive sessions, faculty and staff colleagues will help you address challenges and explore key questions, for example,

- How can you learn about your classroom audience to better connect with your students and reflect on their learning needs?
- How can you make your classroom more hospitable for all learners?
- How can you handle sensitive discussions in your classroom?
- How can you ensure that students from different academic and social backgrounds and with different physical and cognitive abilities experience classrooms where they are welcomed, challenged, and supported?

All faculty are welcome to attend, especially those who...

- aspire to make their classrooms more inclusive of our diverse student population.

For additional resources, see <https://cult.umbc.edu/teaching/the-diverse-classroom/>.

LEADERSHIP & TEACHING SERIES Launched in March 2018!

Sessions in this series are designed to help you to reflect on challenges in collegiate teaching and how you, in your role as a formal or informal leader at UMBC, can contribute to innovative solutions. Faculty and staff colleagues will address specific challenges in interactive presentations designed to help you explore key questions, for example:

- How can you use research to improve teaching, learning, and curriculum design?
- How can you connect to other teaching leaders to identify common challenges and devise shared solutions?
- How can you contribute to a collaborative culture of evidence-based teaching to improve student learning?
- How can you identify policies, processes, and technologies that make it easier to gather and use evidence of student learning?

All faculty are welcome to attend, especially those who...

- Are chairs, deans, graduate program directors, or have formal leadership roles, or
- Have informal leadership roles or who aspire to be campus leaders.

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

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