

Faculty Development Program Calendar for Summer-Spring 2013-14

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

Thursday, July 25th, 9 a.m. – 4 p.m., ITE 456

Problem-Based Learning

Facilitated by Dr. Mark Serva, University of Delaware, Department of Management and Information Systems, with Dr. Deborah Allen, University of Delaware, Department of Biological Sciences Problem-based learning (PBL) is a pedagogical approach in which students engage complex, challenging problems and collaboratively work toward their resolution. PBL is about students connecting disciplinary knowledge to real-world problems, an extremely effective way to motivate learning. This hands-on workshop will introduce PBL concepts and methods. Attendees will learn the components of an effective PBL problem by first tackling a PBL problem and then applying these ideas in writing their own problem. During the working lunch, attendees will discuss how TBL, PBL, and flipping the classroom complement each other and can be combined to create a powerful environment for student learning. The afternoon will dedicate time for problem-writing, as well as for examining the problems that others have written.

The workshop leader is Dr. Mark Serva from the University of Delaware Department of Management and Information Systems. Mark is a member of the board of leaders for the University of Delaware's Institute for Transforming Undergraduate Education and its former associate director. He has conducted dozens of workshops both nationally and internationally and has received a number of teaching awards.

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

Getting Students to Read, and Learn from, Disciplinary Texts*

One of the most surprising (and frustrating) aspects of teaching is how seldom students seem to do the reading. But the challenge is often deeper than just motivating students to read—we also need to help them learn the skills to do so effectively. Academic writing is so different from the kind of reading that students do, that its mere complexity can act as a deterrent to students' reading. This discussion, facilitated by the Faculty Development Center and the Learning Resources Center, will focus on strategies both to motivate students to read and help them learn from their reading. Lunch will be provided.

September 13th, 12-1:30 p.m., UC Ballroom Lounge

Flipping the Classroom

Do you wish that your students would prepare for class? Would you like to feel that the time you spend teaching was more productive in helping student learn to think in the discipline? Then join this conversation about rethinking the traditional teaching approach. Typically our students get their first exposure to content through our lectures. When a class is flipped, students are held accountable for preparing for class in advance (through watching video or reading or doing problems), and class time is spent in students processing ideas and getting feedback from us and their peers. Four faculty will share their experiences with this approach. Lunch will be provided. Panelists include:

Sarah Leupen, Biological Sciences

Eileen O'Brien, Psychology

Timothy Phin, Ancient Studies

Anne Spence, Mechanical Engineering

*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.

September 18th, 12-1:30 p.m., UC 312
Great Teachers Talk about Teaching*

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

Marie desJardins, Computer Science and Electrical Engineering
James Grubb, History
Manil Suri, Mathematics and Statistics

September 19th, 12-1:30 p.m., October 18th, 12-1:30 p.m., November 15th, 12-1:30 p.m., ACIV-A 114
Scholarship of Teaching and Learning Discussion Group

Join your colleagues for a continuing discussion about all aspects of planning, executing, and disseminating a scholarship of teaching and learning project. Participants may attend any and all sessions. The sessions will all include ideas for asking good questions, gathering meaningful evidence, and reporting results, though the emphasis on each of these topics will cycle through the semester. 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 23rd, 12-1:30 p.m., UC 310
Teaching Writing in the Digital Age

Ana Oscoz (Modern Languages, Linguistics, and Intercultural Communications) and Donald Snyder (Media and Communication Studies) present ways that they have used digital formats to help students develop as writers. Co-sponsored by the FDC and the Writing Board. Lunch will be provided.

October 3, 12-1:30 p.m., UC 312
A New Faculty Member's Guide to Research and Funding*
Dr. Ralph Pollack, Office of the Vice President for Research

As new faculty members you are faced with an enormous number of things to do. You must develop new courses, become proficient at teaching, initiate a research program, take part in departmental and university activities, advise students, learn a new culture, and conduct your personal life, all in an atmosphere that is unfamiliar and with little or no training for such activities. Research is a long term endeavor compared to some of the other demands on your time and can too easily be delayed and left for later. However, research productivity is a critical part of the tenure decision. How then do you develop a research program in these circumstances? How can research become an integral part of your academic life? How can you get funding for a research program? In this presentation, Dr. Pollack will discuss setting professional goals and planning, the nature of significant research, how to develop a research idea, and how to plan for funding that work. All faculty are welcome. Lunch will be provided.

*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.

Fall Book Discussion

October 8th and 15th, 12-1:30 p.m., Commons 329

***Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* by Linda Nilson, Stylus Publishing, 2013**

From the publisher: "Linda Nilson ... presents an array of tested activities and assignments through which students can progressively reflect on, monitor and improve their learning skills; describes how they can be integrated with different course components and on various schedules; and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives. Recognizing that most faculty are unfamiliar with these strategies, she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them. The book concludes with descriptions of courses from different fields to offer models and ideas for implementation."

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

October 9th, 12-1:30 p.m., ACIV-A 114

Managing Time and Getting Things Done*

Beth Wells, Assistant Vice Provost for Academic Affairs

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

October 10th, 12-1:30 p.m., Commons 329

Turning Difficult Dialogues into Teachable Moments

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

*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.

January 8th, 12:00-1:30 p.m., Commons 329
Teaching College Science

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

January 14th, 10:00 am -1:00 pm, Engineering 023
Course Design Workshop

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

Lunch will be provided. During lunch participants will hear from a panel of faculty about their experiences using these principles to design hybrid courses. Please register by January 7th so that we have an accurate count for lunch and materials.

Provost's Lunch and New Faculty Seminar Series
February 7th, 12-1:30 p.m., UC Ballroom Lounge
Teaching Large Classes—Effective Practices

Teaching large classes poses special challenges on almost every level: engaging students in class, providing students with support outside of class, and managing the grading load. Join your colleagues for a discussion of favorite practices to address all these issues. Faculty who may be facing these issues for the first time may find this session especially helpful, but all faculty are invited to share their ideas and learn from their colleagues. Please peruse ideas in the Teaching Large Classes Guide of the University of Maryland's Center for Teaching Excellence as starting points for the discussion:
<http://www.cte.umd.edu/library/teachingLargeClass/guide/ch3.html>

February 4th, 12-1:30 p.m., March 7th, 12-1:30 p.m., April 8th, 12-1:30 p.m., Sherman 114B
Scholarship of Teaching and Learning Discussion Group

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

*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.

Spring Book Discussion

February 11th and February 18th, 12-1:30 p.m., Commons 329

***Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy*, edited by Kaplan, et al., Stylus Publishing, 2013**

Research shows the importance of helping students learn to think about their thinking (metacognition) in promoting better learning outcomes and improving student engagement with course material. This book offers seven examples across disciplines including STEM, the social sciences, and the humanities. These examples illustrate ways to help students develop their critical thinking abilities, learn more from exams, promote better discussions and improved student writing, and help students learn to think in the discipline. Included are sample syllabi, course materials, and student examples. As the publisher notes: “These models allow faculty to adapt tested interventions that aid learning and have been shown to improve both instructor and student satisfaction and engagement.”

All faculty are invited to join a discussion with their colleagues, facilitated by the Faculty Development Center. The first session will deal primarily with ideas found in the first 4 chapters of the book (STEM examples). The second session will deal primarily with ideas in chapters 5-8 of the book (Humanities and Social Sciences examples). All participants will receive a copy of the book ahead of time. Lunch will be provided.

February 25th, 12-1:30 p.m., Commons 329

Effective Practices in Group Work: Part 1 STEM Courses

Research has shown that having students work collaboratively in groups can be a very effective teaching strategy IF we design it carefully. How do we form and facilitate groups so that they work effectively together? How do we get students to buy in to this approach? And, importantly, how do we design group assignments so that student learning is maximized? Five faculty across STEM disciplines share their most effective practices. All faculty are invited to join the discussion. Lunch will be provided. Panelists include:

Josh Enszer, Chemical, Biochemical, and Environmental Engineering

Diana Hamilton, Chemistry and Biochemistry

Sarah Leupen, Biological Sciences

Kal Nanes, Mathematics and Statistics

Neil Rothman, Mechanical Engineering

February 26th, 12-1:30 p.m., UC 310

Beyond the Hype: Responding to and Evaluating Students' Writing Using New Technologies

Chris Anson, North Carolina State University, University Distinguished Professor and Director, Campus Writing & Speaking Program

While responding to students' writing can be time-consuming, difficult, and even frustrating, it's also among the most effective ways to help students to develop their writing abilities and engage them more fully in the development and expression of their ideas. But is writing in the margins and at the end of print texts the most efficient and helpful way to provide that response? This presentation will describe and demonstrate some digitally-enabled strategies for responding effectively to student writing, both formatively (during the drafting and revising stages) and summatively (as part of the evaluation process). Participants will find out how emerging technologies such as screencasting, voice recognition, and text expanders are providing new modes and media for response and strengthening what students learn about their writing.

*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.

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

Creating Meaningful Exam Questions with the Help of Bloom's Taxonomy

Generating exam questions that really test what we hope students have learned can be challenging. And how can we create questions that not only assess student learning but also promote that learning? One very helpful tool is Bloom's taxonomy. This hierarchical list of cognitive demands describes learning tasks as ranging from knowledge acquisition through comprehension, application, analysis, synthesis, and evaluation. This gives us a framework to work from as we design exam questions. In this session we will analyze some of our exam questions and, as needed, suggest ways to reframe them to pose the kind of cognitive challenge we want students to address. And we will generate some principles to use as we design new questions. Participants are asked to bring some sample exam questions to work on. Lunch will be provided.

June 5th, 10:00 am -1:30 pm, Engineering 023

Course Design Workshop

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

*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.