

## Faculty Development Center Program Calendar 2014-2015

### **July 14<sup>th</sup>, 12-1:30 p.m., Sherman 114 B** *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. 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 4<sup>th</sup>, 12-1:30 p.m., Commons 329** *The Art of Teaching with Discussion*

Do you find that your class discussion often consist of a dialogue with one enthusiastic student? Or at best, a ping-pong conversation with a handful of students? Do you struggle to get students to prepare for a meaningful discussion in the first place? Do you find it difficult to get students to dig deeper into ideas? In this session, three faculty share their strategies for getting students to prepare for discussion and engaging them in ways that deepen and expand their understanding. Lunch is provided. Panelists include:

Rebecca Adelman, Media and Communication Studies  
Robin Farabaugh, English  
Tim Phin, Ancient Studies

### **September 5<sup>th</sup>, 12-1:30 p.m., Commons 329** *Designing Effective and Engaging Writing Assignments*

Are you frustrated with the quality of students' output on written assignments? Bored with reading yet another uninspired, perfunctory term paper? Pulling your hair out over the fact that your students failed to address some of the most important elements of the course project in their written report? If you would like to create assignments that students can really sink their teeth into—assignments that not only give you a clear sense of their grasp of the material and their ability to apply key concepts, but will also engage them in a meaningful learning experience, then join us for this workshop. We will go through the process of designing and writing, then considering how to support and assess, a writing assignment. Completing this process should yield an assignment that will be clear and comprehensible to students and will enable you to evaluate their understanding of important course concepts. Please bring an assignment that you'd like to rework or ideas for some concepts/content that you'd like your students to write about. Lunch will be provided.

### **September 12<sup>th</sup>, 9 a.m.-4 p.m., University Center Ballroom (and assorted meeting rooms)** *Provost's Teaching and Learning Symposium*

We are excited to announce the rescheduled date for the first Provost's Teaching and Learning Symposium here at UMBC on Friday, September 12th, 2014, from 9 am to 4 pm in the University Center

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(and assorted classrooms). As you may remember, this event was snowed out in January. This symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty to present and discuss pedagogical innovations on campus and plan for future directions. We will be recognizing innovators and inviting faculty to serve on panels to share approaches that promote student success. Groups that will be presenting include:

Hrabowski Innovation Fellows and Awardees  
Teacher Scholars  
Course Redesign Leaders  
iCubed Grant Leaders  
Digital Humanities Innovators  
Breaking Ground and Civic Engagement Leaders  
First Year Seminar Representatives  
Pedagogical Innovation Leaders

In addition, all faculty are welcome to submit proposals for poster presentations. Please contact Linda Hodges, Director of the Faculty Development Center at lhodges@umbc.edu or 410-455-1829 for more information.

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 plan to attend as your teaching schedules allow.

**September 16<sup>th</sup>, 12-1:30 p.m., October 15<sup>th</sup>, 12-1:30 p.m., November 20<sup>th</sup>, 12-1:30 p.m., Sherman 114 B**

***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. 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/October Book Discussion**

***Engaging Imagination: Helping Students Become Creative and Reflective Thinkers* by Alison James and Stephen D. Brookfield, published by Jossey-Bass, 2014**

**Wednesday Section, September 17 and October 1, 12-1:30 p.m., Sherman 114B**

**Tuesday Section, September 23 and October 7, 12-1:30 p.m., Commons 329**

From the publisher: "In *Engaging Imagination*, two leading educators help college instructors across disciplines engage students in nurturing creativity and innovation for success beyond the classroom. Alison James, an expert in creative arts education, and Stephen D. Brookfield, bestselling author, outline how creative exploration can extend students' reflective capabilities in a purposeful way, help them understand their own potential and learning more clearly, and imbue students with the freedom to generate and explore new questions. This book:

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- shows why building creative skills pays dividends in the classroom and in students' professional lives long after graduation;
- offers research-based, classroom-tested approaches to cultivating creativity and innovation in the college setting;
- provides practical tools for incorporating “play” into the college curriculum;
- draws on recent advances in the corporate sector where creative approaches have been adopted to reinvigorate thinking and problem-solving processes; and
- includes examples from a variety of disciplines and settings.

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 (either September 17<sup>th</sup> or 23<sup>rd</sup>) will deal primarily with ideas found in the first half of the book. The second session (either October 1<sup>st</sup> or 7<sup>th</sup>) 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.

**September 18<sup>th</sup>, 12-1:00 p.m., ENG 023**

***Virtual Office Hours***

Dr. Tara Carpenter will discuss her successful use of [Blackboard Collaborate](#) to host Virtual Office Hours (VOHs) to support the students enrolled in her introductory, high enrollment chemistry courses. The event will be held Thursday, September 18, at noon-1:00 PM in ENG 023. Faculty are encouraged to come and learn how to use Collaborate as a tool to support fully integrated synchronous interactions such as VOHs. This session is co-sponsored by DoIT and FDC. Lunch will be provided.

**September 18<sup>th</sup>, 2:30-4 p.m., Commons 329**

***Writing a Compelling Proposal for the Hrabowski Innovation Fund***

In this workshop, you'll gain insights into what makes a Hrabowski Innovation Fund proposal compelling to reviewers and begin to outline and draft your own proposal. 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. You will have the opportunity to share and get feedback on your ideas, as well as draft an outline for your own proposal. Two selection committee members and FDC staff will facilitate this session.

**September 24<sup>th</sup>, 12-1:30 p.m., UC Ballroom Lounge**

***Teaching to Avoid Plagiarism: How to Promote Good Use of Sources***

Most faculty will encounter plagiarism at some point in their careers and many believe that it is a growing problem in student work. The University has clear policies and procedures for reporting academic misconduct when it happens, but there are proactive steps we can take to try to prevent plagiarism from occurring in the first place. In this session, we'll discuss the reasons why students plagiarize, what resources are available on campus to help students learn how to use sources appropriately, and how you can support students to learn to use sources effectively in your discipline. Presented by FDC staff with support from co-facilitators Anissa Sorokin, Writing Center and Joanna Gadsby, Library.

**October 9<sup>th</sup>, 12:00 - 1:30 p.m., UC Ballroom Lounge**

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***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.

**October 16<sup>th</sup>, 12-1:30 p.m., Sherman 114B**  
***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.

**January 14<sup>th</sup>, 10:00 a.m.-1:00 p.m., Engineering 023**  
***Course Design Workshop***

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

**Thursday, January 22<sup>nd</sup>, 12-1:30 p.m., MEYR 351**  
***Teaching College Science***

How do we help more of 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 (links will be sent to registrants). Lunch will be provided.

**Tuesday, February 3<sup>rd</sup>, 12-1:30 p.m., Commons 329**  
***Active Learning Strategies Series***  
***Part I: Concept Mapping***

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Ever wonder what your students' thinking looks like? Concept maps allow you to have a glimpse into the connections students are making between course content and prior learning. Having students create graphic representations of their knowledge in the form of concept maps can help them to organize and concretize their understanding of course content. It can also provide you with insights into their thinking or allow you to assess their understanding of key concepts. Come to this program to learn more about the research bases underlying concept-mapping, as well as ways to use concept maps to help students meet your learning goals. Joshua Enszer (Chemical, Biochemical, and Environmental Engineering), Steven McAlpine (Interdisciplinary Studies), and Matt Baker (tentative) (Geography and Environmental Systems) will share how they've used concept mapping in their courses. Lunch will be provided.

### **TWO Spring Book Discussions:**

**1) Wednesday, February 11<sup>th</sup>, 12-1:30 p.m., Commons 329 -OR-  
Thursday, February 12<sup>th</sup>, 12-1:30 p.m., Commons 329**

***Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*, by Linda B. Nilson. Stylus Publishing. 2015.**

From the publisher's description:

Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, [and] save faculty time and stress...

This book features many examples of courses that faculty have adapted to specs grading and lays out the surprisingly simple transition process. It is intended for all members of higher education who teach, whatever the discipline and regardless of rank, as well as those who oversee, train, and advise those who teach.

Faculty are invited to participate in either of the two sessions of this book discussion as their schedule allows. Both sessions will discuss the entire book. All participants will receive a copy of the book ahead of time. Lunch will be provided.

**2) Thursday, February 26<sup>th</sup> –AND- Thursday, March 5<sup>th</sup>, 12-1:30 p.m., Commons 329  
Sponsored jointly by DoIT and FDC**

***Minds Online: Teaching Effectively with Technology*, by Michelle D. Miller. Harvard University Press, 2014**

From the publisher's description:

Drawing on the latest findings from neuroscience and cognitive psychology, Michelle Miller explores how attention, memory, and higher thought processes such as critical thinking and analytical reasoning can be enhanced through technology-aided approaches. The techniques she describes promote retention of course material through frequent low-stakes testing and practice, and help prevent counterproductive cramming by encouraging better spacing of study. Online activities also help students become more adept with cognitive aids, such as analogies, that allow them to apply learning across situations and disciplines. Miller guides instructors through the process of creating a syllabus for a cognitively optimized, fully online course. She presents innovative ideas for how to use multimedia effectively, how to take advantage of learners' existing knowledge, and how to motivate students to do their best work and complete the course.

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The session on February 26<sup>th</sup> will encompass chapters 1-5, and the discussion on March 5 will primarily focus on chapters 6-9. Faculty attending either session will receive a copy of the book in advance. Lunch will be provided.

**Tuesday, February 17<sup>th</sup>, Wednesday, March 11<sup>th</sup>, and Monday, April 13<sup>th</sup>, 12-1:30 p.m., Sherman 113**

***Scholarship of Teaching and Learning Discussion Group***

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**Monday, March 2<sup>nd</sup>, 12-1:30 p.m., UC 310**

***Providing Audio-Feedback on Student Work***

Have you struggled with giving students timely, helpful feedback on their work without spending inordinate amounts of time doing so? *Speaking* your mind, rather than *writing* it may be the answer! Faculty in several departments across campus have been experimenting with new technologies that facilitate giving students feedback in short audio-recordings. Join us for a lively panel discussion in which Sally Shivan (English) and Karen Whitworth (Biology) will share their experiences with iAnnotate markup and document sharing software and Jing screencasting software to facilitate giving audio-feedback on student papers. We'll also discuss best practices for providing students effective feedback while making optimal use of your time. Lunch will be provided.

**Tuesday, April 14<sup>th</sup>, 12-1:30 p.m., Commons 329**

***Game-Based, and Gamified, Learning: Engaging Interest, Motivating Minds***

Well-designed games serve a stealthy mission of drawing players into deep conceptual engagement, problem solving, and skill acquisition through interactive and progressively more challenging experiences with content. When applied to college courses, games can stimulate interest and make learning not only more enjoyable, but more profound and long-lasting. Come to this program to find out more about how and why game-based learning works and to hear from faculty at UMBC who are experimenting with games or a game-like approach in their courses. Joshua Enszer (Chemical, Biochemical and Environmental Engineering) and Anne Rubin (History) will share their experiences from their classes. Lunch will be provided.

**April 16<sup>th</sup>, 12-1:30 p.m., Albin O. Kuhn Library Room 767**

***Motivating Students Workshop by Dr. Christy Price***

***Creating "I Don't Want to Miss a Moment of This!" Learning Environments***

Are there courses and professors who inspire students to attend and engage? The answer is YES! Obviously there are some influences beyond the professor's control, but research in educational psychology suggests there are things professors can do to increase students' willingness to attend class, \*Programs marked with an asterisk are part of the Provost's Luncheon and New Faculty Seminar series—all faculty are welcome to attend.

their ability to maintain interest, and their desire to learn. During this presentation we will briefly review the literature regarding student motivation and share the findings of Dr. Price's own research on this topic. Throughout the presentation, participants will be encouraged to reflect on their methods and the learning environments they create. Digitized video clips of student interviews will be utilized in order to convey practical steps we can take to increase student motivation, interest, and desire to learn in the courses we teach. Lunch will be provided.

Christy Price is a nationally recognized authority on innovative teaching techniques to engage millennial learners and was chosen by the Carnegie Foundation for the Advancement of Teaching as the Outstanding U.S. Professor for 2012 in the Baccalaureate Colleges category. Dr. Price also won the 2010 Carnegie Foundation Outstanding Professor Award for the state of Georgia. Her dynamic and interactive style make Dr. Price a favorite as a professor and presenter. She regularly presents as a keynote speaker and has led faculty development workshops and retreats at over seventy institutions across the United States and abroad. As a recipient of an institutional foundation grant award, Dr. Price has studied teaching techniques that influence student motivation. Her most recent research focuses on engaging Millennial learners and preventing incivility in the classroom. She is currently a professor in both the School of Liberal Arts and the School of Health Professions, and the founding director of the Center for Academic Excellence at Dalton State College.

**Wednesday, May 13<sup>th</sup>, 2:30-4:00 p.m., Commons 329**

***Writing a Compelling Proposal for the Hrabowski Innovation Fund***

In this presentation, 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 and help 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 persuasively. You will have the opportunity to share and get feedback on your ideas and, if time permits, draft an outline for your own proposal. Attendance at this presentation is highly recommended for faculty and staff who plan to submit an HIF proposal.

**June 10<sup>th</sup>, 10:00 a.m.-1:00 p.m., Engineering 023**

***Course Design Workshop***

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

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