Fifth Annual Provost's Teaching & Learning Symposium (Abbreviated)

Transformative Learning Experiences for Diversity & Inclusion

March 1, 2019

Schedule at a Glance

11:45 am – 12:15 pm	Poster Presentations	UC Ballroom
12:15 – 12:25 pm	Lunch Available	UC Ballroom
12:25 – 12:40 pm	Welcome & Announcements	UC Ballroom
12:40 – 2:10 pm	Plenary Presentation	UC Ballroom

In light of the unfortunate cancellation of the Provost's Teaching and Learning Symposium in October due to the campus water outage, we will be holding this abbreviated Symposium. The concurrent sessions that were scheduled for October will either be highlighted in the FDC's spring programming and/or scheduled for the sixth annual Symposium in September 2019.

Instructional Technology will also be holding their annual TechFest event on March 1. We encourage you to attend both events and spend your Friday celebrating teaching, learning, and instructional technology at UMBC!

Program

11:45 am-12:15 pm *Poster Presentations* *UC Ballroom*

1. *Grand Challenge Scholars Program: Fostering Student Leadership Opportunities*, Maria Sanchez (Engineering and Information Technology), Connor Ganley (Chemical Engineering), Ciara Christian (Engineering and Information Technology/Peaceworker Alum), and Kiplyn Jones, (Shriver Peaceworker Fellow)
2. *Amazing Stories: UMBC's CoLab Investigation of Science Fiction Zines*, Donald Snyder (Media and Communication Studies) and students from IS, MCS, and Biochemistry
3. *Mi manual útil de expresiones en español.- My Useful Manual of Spanish Expressions: Reinforcing The Value of Language in Our Students' Future Careers*, Milvia Hernandez (Modern Languages, Linguistics, and Intercultural Communication)
4. *Teaching a Course Abroad*, Caylie Zidwick and David Di Maria (International Education Services)
5. *Assessment of Student Practice Competencies: A Focus on Diversity*, Carolyn Tice, Adrienne Ekas-Mueting, and Shelly Wiechelt (Social Work)
6. *Quantitative and Qualitative Assessments of Student Perspectives Regarding Competency Achievement in the Health Administration and Policy Program*, Jennifer Callaghan-Koru and Catherine Birger (Sociology, Anthropology, and Health Administration and Policy)

7. *Universal Design for Instruction*, Michael Canale (Office of Access and Disability Services)
8. *Making Course Content Accessible: A Blackboard Ally Pilot*, Mariann Hawken (Instructional Technology)
9. *The Road to Blackboard Ultra*, Mariann Hawken (Instructional Technology)
10. *Identifying Effective Assessment Technologies*, Jennifer M. Harrison (Faculty Development Center) and Sherri N. Braxton (Instructional Technology)
11. *Supplemental Instruction: Supporting Student Success in Difficult Courses*, Delana Gregg and Deborah Webb (Learning Resources Center)
12. *On the Road to Independent, Lifelong Learners: The Learning Resources Center: A Student-Centered Tutoring Practice*, Ira Fabri, Jordan White, and Elaine MacDougall (Learning Resources Center)
13. *The Inclusion Imperative*, Jessica Berman (Dresher Center for the Humanities)
14. *STEM Undergraduate Research Experiences: Student Veteran Perspectives*, Laura E. Ott (Natural and Mathematical Sciences) and William R. LaCourse (Natural and Mathematical Sciences and Chemistry and Biochemistry)
15. *Development and Assessment of a Six-Week, Authentic, Group Research Experience for Community College Students at a Research Intensive University*, Laura E. Ott (Natural and Mathematical Sciences), Kathleen Stolle-McAllister (Psychology), Jennifer Hosler (Psychology), Kathy Lee Sutphin (Natural and Mathematical Sciences), Philip Farabaugh (Biological Sciences), Kenneth Maton (Psychology), Philip Rous (Provost and Physics), and William R. LaCourse (Natural and Mathematical Sciences and Chemistry and Biochemistry)
16. *Student Mindset in General Education STEM Classes*, Suzanne Braunschweig (Geography and Environmental Systems), John Fritz, (Information Technology), Kalman Nanes (Mathematics and Statistics), and Liz Stanwyck (Mathematics and Statistics)
17. *Encouraging Metacognition by Asking Students to Predict Exam Questions AND Answers*, John Fritz (Information Technology) and Suzanne Braunschweig (Geography and Environmental Systems)
18. *Examining Affective Dimension of Learning Using Ubiquitous Sensing and Computing Systems*, Jiaqi Gong (Information Systems)
19. *Multidisciplinary Research and Education on Big Data + High Performance Computing + Atmospheric Sciences*, Jianwu Wang (Information Systems), Matthias K. Gobbert (Mathematics and Statistics), Zhibo Zhang (Physics), and Aryya Gangopadhyay (Information Systems)
20. *Cell Phone Surrender: A Policy to Increase Student Engagement*, Sarah Leupen (Biological Sciences)
21. *Interactive Computer Simulations as Pedagogical Tools for Biology Labs*, Mauricio Bustos (Biological Sciences), Sarah Leupen (Biological Sciences), Karen Whitworth (Biological Sciences), and Christopher Rakes (Education)
22. *Infographic Posters in Cell Biology: An Exercise in Non-Wet Bench Research*, Javier Rivera Guzman (Biological Sciences)
23. *Increasing Student Participation, Interest, and Recruitment in Engineering and Science (INSPIRES)*, Tory Williams, Jonathan Singer, Christopher Rakes, and Jacqueline Krikorian (Education)
24. *Infusing Ethical Considerations in a Data Science Curriculum*, Vandana P. Janeja (Information Systems) and Susan M. Sterett (Public Policy)
25. *Enhancing Interest in Cybersecurity Careers through Peer Mentoring*, Vandana P. Janeja, Carolyn Seaman, and Aryya Gangopadhyay (Information Systems)

26. *Collaborative Transformation of Teaching and Learning in the Library: A Follow-Up on the Reflective Portfolio Project*, Joanna Gadsby and Lindsey Loeper (Albin O. Kuhn Library & Gallery)

12:15-12:25 pm *Lunch Available* *UC Ballroom*

12:25-12:40 pm *Welcome & Announcements* *UC Ballroom*

- Philip Rous, Provost & Senior Vice President for Academic Affairs
- Linda C. Hodges, Associate Vice Provost & Director of the Faculty Development Center

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12:40-2:10 pm *Plenary Presentation* *UC Ballroom*

Integrative Learning in a Dis-integrative Era

What would a higher education look like if we were designing it now, given what we know about the full spectrum of learning, about the expanding population of students entering higher education, the global digital ecosystem and the challenges that lay ahead for our graduates? This talk will explore the "first quadrant," where the axes of "inclusion" and "integration" come together: the creative imperative to focus our efforts on the most transformative learning experience for the most diverse range of students. Now is an urgent time to leverage the best of what higher education has to offer while responding to a world riven with inequality, driven increasingly by algorithms and artificial intelligence, and where uncertainty and rapid change will become the norm for the next generation.

Dr. Randy Bass is Vice Provost for Education and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House incubator for curricular transformation and co-directs the Hub for Equity and Innovation in Higher Education. For 13 years he was the Founding Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS).

He has been working at the intersections of new media technologies and the scholarship of teaching and learning for thirty years. From 2003-2009 he was a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, where he served, in 1998-99, as a Carnegie Fellow. In 1999, he won the EDUCAUSE Medal for Outstanding Achievement in Technology and Undergraduate Education. Bass is the author and editor of numerous books, articles, and electronic projects, including (with Bret Eynon), *Open and Integrative: Designing Liberal Education for the New Digital Ecosystem* (2016) and (with Jessie Moore), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (2017).