

2019 Provost's Teaching & Learning Symposium Program

Fostering Communities of Learners In and Beyond the Classroom

September 20, 2019

9:00-9:30 am

Breakfast with the Deans

UC Ballroom

We invite you to start your Symposium experience by joining our Deans over breakfast! The Deans of CAHSS, CNMS, COEIT, and UAA will be present to chat with you about how well we support student success in our classes and programs, how we could improve, and strategies to strengthen the effectiveness of our teaching and student support.

- Keith J. Bowman, Dean, College of Engineering and Information Technology
- Scott E. Casper, Dean, College of Arts, Humanities, and Social Sciences
- Katharine Cole, Dean, Undergraduate Academic Affairs
- William R. LaCourse, Dean, College of Natural and Mathematical Sciences

9:30-9:50 am

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

10:00-10:40 am

Concurrent Sessions

High Impact Practices

Engineering 023

Research shows that practices such as first-year experiences, undergraduate research, study abroad, service learning, community-based learning, and ePortfolios are beneficial for students from many backgrounds and have a high impact on student retention and engagement. At this session you'll learn how UMBC colleagues are implementing and assessing such practices.

- Jill Randles, Office of Undergraduate Education (Moderator & Presenter)
- Carolyn Forestiere, Political Science
- Laura Ott, College of Natural and Mathematical Sciences

Enhancing the Teaching & Learning Journey with Blackboard Ultra

Engineering 102

How can you make Blackboard Ultra work effectively for you and your students? Join this panel presentation to learn from staff and faculty experts who have been piloting the new interface for the past year. Find out how UMBC's learning management system has evolved and what's changed, discuss the underlying pedagogy and how to use it to improve student learning, review best practices for Ultra's various features, and evaluate your course's readiness to upgrade to the Ultra Experience.

- Mariann Hawken, Instructional Technology (Moderator & Presenter)
- Kate Drabinski, Gender, Women's, and Sexuality Studies
- Mary Tabaa, Education
- Gary Williams, Emergency Health Services

Hrabowski Innovation Fund Winners

University Center 310

In this presentation, you will learn about UMBC's Hrabowski Fund for Innovation Competition, which supports initiatives to enhance teaching and learning at UMBC, with specific emphasis on innovative approaches to increase student success. This panel of recent award recipients will describe projects that involve interdisciplinary collaborations, supporting student veterans in their transition from military service to studies at UMBC, and training students in machine design and related technologies.

- Suzanne Braunschweig, Geography and Environmental Systems; Kalman Nanes, Mathematics and Statistics; and Liz Stanwyck, Mathematics and Statistics
- Brian Kaufman, Music
- Neil Rothman, Mechanical Engineering

Deliberative Dialogues: Mapping Your Curriculum

University Center 312

How can we collaborate to build programs that scaffold deeper student learning, measure and improve that learning, and align learning opportunities? Curriculum mapping is one solution. Curriculum mapping helps build collaboration, continuity, and connection across students' learning opportunities, promoting higher level integrative learning, and a more cohesive learning experience. Join this presentation to find out how UMBC programs use curriculum mapping to create deliberative dialogues about student learning across programs.

- Vickie Williams, Education (Moderator and Presenter)
- Jennifer Callaghan-Koru, Sociology, Anthropology, and Health Administration and Policy
- Eileen O'Brien, Psychology

High Impact Practices

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- Jill Randles, Office of Undergraduate Education (Moderator & Presenter)
- Kiplyn Jones, Shriver Peaceworker Fellow; and Maria Sanchez, College of Engineering and Information Technology
- Carole McCann & Rachel Carter, Provost's Interdisciplinary Activities Advisory Committee
- Hannah Schmitz, Shriver Center

Bridging Student Learning Outcomes & Student Success Analytics

Engineering 102

What do your learning data tell you about student success in your courses and programs? Can you dig into the data and ask more nuanced questions by engaging learning analytics? Discover how UMBC faculty and staff ask questions about student learning and success, synthesize direct and indirect evidence to gain deeper understanding of student learning, and identify where students need additional support.

- Sherri Braxton, Instructional Technology (Moderator)
- Delana Gregg, Learning Resources Center
- Connie Pierson, Institutional Research
- Liz Stanwyck, Mathematics and Statistics

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- Anita Komlodi, Hye-Kyung Bae, and Marilyn Iriarte, Information Systems
- Tania Lizarazo and Thania Muñoz Davashoğlu, Modern Languages, Linguistics, and Intercultural Communication
- Bing Ma, Economics
- Meredith Oyen, History, and Richard Forno, Computer Science and Electrical Engineering

Assessing and Integrating Curricular & Co-Curricular Student Learning

University Center 312

How do curricular and co-curricular learning opportunities intersect to enhance student learning? You know your students have opportunities to learn out of class—after all, you encourage them to attend lectures, participate in undergraduate research, and take part in social experiences to help them grow and become more engaged in the classroom. How can educators assess and integrate learning evidence from all kinds of experiences? Join this panel to find out how faculty and staff measure learning in a range of activities and integrate those results for a fuller view of our students.

- Kate Drabinski, Gender and Women's Studies (Moderator & Presenter)
- Brittini Brown and Ken Schreihof, Student Affairs
- Michele Wolff, Shriver Center

11:30 am-12:15 pm *Poster Presentations*

UC Ballroom Lounge

1. *Using Google Forms to Enhance Student Learning*, Diane Alonso (Psychology)
2. *Using Amazon Alexa as a Classroom Teaching Assistant*, Galina Madjaroff (Erickson School)
3. *Get Ready to Innovate: Blackboard Ultra is Here*, Mariann Hawken (Instructional Technology)
4. *Access and Equity: What OERs Can Do for Your Students*, Erin Durham (Library), Sherri Braxton and Susan Biro (Instructional Technology) and Maria Manni (Modern Languages, Linguistics, and Intercultural Communication)
5. *Multicomponent Evaluation of the Grand Challenges Scholars Program*, Maria Sanchez (Engineering and Information Technology) and Kiplyn Jones (Shriver Peaceworker Fellow)
6. *The Evolution of the STEM Living-Learning Community at UMBC*, Lucie Blauvelt, Laura Ott, and William LaCourse (Natural and Mathematical Sciences)
7. *In the Neighborhood: UMBC's Interdisciplinary CoLab Explores East Baltimore*, Kate Drabinski (Gender, Women's + Sexuality Studies) and Donald Snyder (Media and Communication Studies)
8. *Planning a Teaching as Research Project Course through CIRTL @ UMBC*, Tracy Irish (Education)
9. *Instilling Cultural Competency in EHS Planning*, Diane Flint (Emergency Health Services)
10. *Internationalization of the Curriculum, Co-Curriculum, Learning Outcomes: From Theory to Practice*, Irina Golubeva (Modern Languages, Linguistics, and Intercultural Communication) and Adam Holden (International Education Services)
11. *Building the Pillars in my Intercultural Journey: An Online Introduction to Intercultural Communication*, Elisabeth Arevalo-Guerrero (Modern Languages, Linguistics, and Intercultural Communication)
12. *Engaging Difference and Diversity in Practice: Assessment of Students' Perceptions*, Carolyn Tice and Katie Morris (Social Work)
13. *Seeing White Independent Study*, M. Nicole Belfiore, Jeanette Hoover, and Angel Jenkins (Social Work)
14. *Flipping a Graduate Classroom*, Elissa Abod (Psychology)

15. *Innovative Teaching Tools: Using “Design Thinking” and “Sprints” in Your Class*, John Schumacher (Sociology, Anthropology, and Health Administration and Policy)
16. *Design-Based Lessons Foster Equity When Integrating Engineering Into Biology Classrooms*, Tory Williams, Christopher Rakes, Jonathan Singer, and Jacqueline Krikorian (Education) and Julia Ross (Engineering, Virginia Tech)
17. *Including Ethics in Data Science Pedagogy: Why, What and How?*, Vandana Janeja, Shimei Pan, and Jimmy Foulds (Information Systems), Lee Boot (Visual Arts and Computer Science and Electrical Engineering)
18. *Effects of Individualized Active Learning via Simulations on Undergraduate Interest and Performance in Introductory Ecology*, Chris Hawn (Geography and Environmental Systems), Emily Meineke (Organism and Evolutionary Biology, Harvard), Hannah Chaney (Statistics, North Carolina State), and Thomas Wentworth (Plant and Microbial Biology, North Carolina State)
19. *Factors Influencing Quality of Team Discussion: Discourse Analysis in an Undergraduate Team-Based Learning Biology Course*, Sarah Leupen (Biology), Kerrie Kephart and Linda Hodges (Faculty Development Center)
20. *Using E-mail to Foster the Faculty-Student Connections in a Large Introductory Course*, Tara Carpenter and Sarah Bass (Chemistry and Biochemistry)
21. *How the Use of a Prerequisite Quiz Led to More Informed Advising*, Tiffany Gierasch (Chemistry and Biochemistry)
22. *Using Assistive Technology Design to Teach Human-Centered Computing*, Foad Hamidi (Information Systems)

12:15-12:30 pm

Lunch

UC Ballroom

12:30-2:00 pm

Plenary Presentation

UC Ballroom

Making Relationship-Rich Experiences the Heart of Higher Education

Scholars have documented how relationships with peers, faculty, and staff profoundly influence learning, belonging, and achievement for all undergraduates, and particularly for new majority students. Educational relationships contribute to everything from disciplinary learning to identity development in college, and also have long-term professional, civic, and personal legacies. In this interactive session, we will explore findings from a new national study to consider why and how to design relationship-rich experiences for students in and out of the classroom.

Peter Felten is executive director of the Center for Engaged Learning, assistant provost for teaching and learning, and professor of history at Elon University. He works with colleagues on institution-wide teaching and learning initiatives, and on the scholarship of teaching and learning. As a scholar, he is particularly interested in learning and teaching, individual and institutional change, and student experiences and agency in higher education. His books include the co-authored volumes: *The Undergraduate Experience: Focusing Institutions on What Matters Most* (Jossey-Bass, 2016); *Transforming Students: Fulfilling the Promise of Higher*

Education (Johns Hopkins University Press, 2014); *Engaging Students as Partners in Learning and Teaching* (Jossey-Bass, 2014); *Transformative Conversations* (Jossey-Bass, 2013); and the co-edited book *Intersectionality in Action* (Stylus, 2016). He has served as president of the International Society for the Scholarship of Teaching and Learning (2016-17) and also of the POD Network (2010-2011), the U.S. professional society for educational developers. He is co-editor of the *International Journal for Academic Development* and a fellow of the John N. Gardner Institute for Excellence in Undergraduate Education.

2:00-2:15 pm

Closing Remarks

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