

---

## ***Faculty Development Center 2020-2021 Programs***

---

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

### **SUMMER**

#### **Providing Effective Feedback Online to Support Learning and Community: Small Teaching Online Book Chapter Discussion √ § Wednesday, July 1, 2020 • 12:00 to 1:00 pm • Online via WebEx**

How can you manage students' need for timely, meaningful, and effective feedback in your online classes? How can you use feedback to motivate students? Join your colleagues for a virtual discussion of Chapter 5: Giving Feedback from *Small Teaching Online* by Flower Darby with James Lang. The chapter discusses research-tested ways to integrate feedback into your schedule, be creative with virtual office hours, streamline grading with technology, and use media to offer meaningful comments. Bring your lunch or a snack and join in the conversation!

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 "Small Teaching Online" and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

#### **Building Community Online from Day One: Book Chapter Discussion √ § Wednesday, July 8, 2020 • 12:00 to 1:00 pm • Online via WebEx OR Thursday, July 16, 2020 • 12:00 to 1:00 pm • Online via WebEx**

Key to students' motivation and learning is a feeling of connectedness to the class--to the instructor, to other students, and to content. Such feelings foster engagement--an essential element for students to succeed. For many of us creating that sense of community seems easier when we can meet with our students face-to-face. How can we establish connection online? 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 and support in your online course. Please review one of the following two book chapters in preparation for our discussion:

- Chapter 4: "Building Community" from *Small Teaching Online* by Flower Darby with James Lang--provides a few key ideas to help you think through the process.
- Chapter 6: "Developing Interactivity, Social Connection, and Community" from *Online Teaching at Its Best* by Linda Nilson and Ludwika Goodson--provides a deeper dive into these issues and links to resources.

---

\* Part of Provost's New Faculty Lunch series--all faculty are welcome to attend  
√ Program counts toward the ALIT certificate  
§ Program counts toward the INNOVATE Certificate  
© CIRTLL graduate students are invited to attend

Bring your lunch or a snack and join in the conversation!

**To maximize learning from each other, both sessions are open to all faculty, but we are inviting faculty to choose sessions based on class size if they can:**

- **July 8: focus on small to moderate size classes (<70 students)**
- **July 16: focus on large classes (>70 students)**

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
5. Locate the ebook, and click on the link to Online Access under the descriptive information

Only one session can count toward the ALIT or INNOVATE Certificate programs.

### **Virtual Pedagogical Happy Hour Thursday, July 9, 2020 • 3:00 to 4:00 pm • Online via WebEx**

Back by popular demand! Join the FDC for Virtual Pedagogical Happy Hour. Bring your teaching challenges and best ideas and just de-stress with a group of colleagues. Drop in and drop out as you want and come as you are.

### **Scholarship of Teaching and Learning Discussion Group √ § Tuesday, July 14, 2020 • 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' assignments looking for clues? 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 publishing a scholarship of teaching and learning project.

### **Crafting Affective Learning Outcomes √ § Wednesday, July 29, 2020 • 12:00 to 1:00 pm • Online via WebEx**

Research confirms the value of social-emotional learning, yet many educators struggle to intentionally communicate affective learning goals to students--goals such as empathy, resilience, and collaboration. How do you write clear and measurable affective outcomes? How can you help students integrate their affective learning across courses, co-curricular, and community learning experiences? In this follow-up workshop, learn how a growing community of UMBC educators are cultivating students' capacities in affective competencies. Members of the Applied Learning Experience workgroup will demonstrate how they have crafted affective learning outcomes, created specific assignments to develop and assess this learning, and aligned this learning to the proposed Affective Functional Competencies. Join colleagues to discuss how to craft meaningful pathways for students to achieve these outcomes, draft an affective learning

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend

outcome for your own class or experience, and identify authentic tools to measure and collect learning evidence.

This work was partially funded through a Hrabowski Innovation Fund award.

## FALL

### **Who and Where are We Now? Essential Lessons from Spring to Inform Fall Teaching \***

**Tuesday, September 1, 2020 • 12:00 to 1:00 pm • Online via WebEx**

The sudden shift to remote instruction in spring 2020 highlighted not only the needs of faculty for teaching online but also the changing needs of our students who were more accustomed to face-to-face instruction. Although many students adapted, some of our students disengaged. What did we learn about UMBC students as online learners? What did we learn about ourselves as teachers? How can we incorporate what we've learned to improve the fall? Join us to discuss these questions and welcome your new colleagues!

### **THE DIVERSE CLASSROOM SERIES:**

#### **Teaching and Learning in the Diverse Classroom √ § C**

**Wednesday, September 16, 2020 • 12:00 to 1:00 pm • Online via WebEx**

Please join us to discuss pedagogical strategies for cultivating an anti-racist classroom culture through the lens of Black Lives Matter. This session is a venue to share approaches and insights that go beyond the inclusive syllabus statement to further promote antiracist practices throughout the semester. Panelists include Keisha Allen (EDUC), Ramon Goings (LLC), and Joby Taylor (Shriver Center).

### **ACTIVE LEARNING ONLINE SERIES:**

#### **Using Group Work Online Part 1: Examples of Practice √ §**

**Tuesday, September 22, 2020 • 12:00 to 1:00 pm • Online via WebEx**

How do we keep students engaged in learning online? How do we help students process concepts and think deeply about ideas in the absence of the face-to-face classroom? How can we create student-to-student connections that result in meaningful learning experiences? Research shows that using student groups can promote engagement and learning, helping students stay motivated, feel connected, and generate meaning.

Whether you are experienced or a novice in using groups online, we invite you to join this discussion. We'll share some general information and best practices for group work and hear examples from two faculty who use groups online: Elisabeth Arevalo-Guerrero (MLLI) and Ivan Erill (Biological Sciences). There will be a follow-up Bring Your Best Idea session later in the semester where you can continue to share your examples and ideas.

The emphasis in this session will be on the pedagogy of using groups for active learning online--how these approaches can help you achieve your goals for student learning during remote instruction. While we will discuss the affordances that the tools provide for achieving your goals,

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

C CIRTLL graduate students are invited to attend

this session will not provide step-by step instructions for using online tools. Please see the [training programs offered by instructional technology](#) for specific help in using tools.

## **Sustaining Community: Cultivating Human Connection in the Virtual Classroom**

√ §

**Thursday, October 1, 2020 • 12:00 to 1:00 pm • Online via WebEx**

We know from the research on learning that experiencing a sense of belonging and connection in our classes is essential for students to engage and persevere. How can we help our students feel the human connection in the disembodied online classroom? In earlier sessions, we explored creating social presence in our online courses to motivate students. In this session, we'll discuss ways to foster authentic connection by crafting meaningful student interactions, communicating our support, and cultivating a community of connected individuals in the virtual classroom. Bring your lunch or a snack and join your colleagues for conversation!

Please review the following articles in preparation for our discussion:

- [Fostering Social Presence in the Online Classroom: Helping Students Meet Affective Learning Objectives](#), *ILA Intersections*, 2018.
- [Teaching to Connect: Community-Building Strategies for the Virtual Classroom](#), *Online Learning*, 2019.

Please bring your thoughts on these ideas and share your experiences of the results/impact/feedback you've received from students when you've tried to build community in various ways.

You may also wish to review the following book chapters that we discussed at a previous session (available as ebooks from the AOK library):

- Chapter 4: "Building Community" from *Small Teaching Online* by Flower Darby with James Lang--provides a few key ideas to help you think through the process.
- Chapter 6: "Developing Interactivity, Social Connection, and Community" from *Online Teaching at Its Best* by Linda Nilson and Ludwika Goodson--provides a deeper dive into these issues and links to resources.

## **Active Learning Inquiry Teaching (ALIT) Certificate for STEM Faculty**

**Fall Kickoff** √

**Friday, October 2, 2020 • 12:00 to 1:00 pm • Online via WebEx**

In this kick-off event for the sixth 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. Reaching all students often requires us to rethink our teaching approaches to be more inclusive. How do we demonstrate inclusive teaching practices during remote instruction? During the kickoff, participants will share key ideas for inclusive remote instruction drawing on two resources:

- [Inclusive Teaching in Isolating Situations: Impact of COVID-19 on Efforts Toward Increasing Diversity in Biomedical Engineering](#), *Biomedical Engineering Education*, 2020
- [Inclusive Teaching](#), *CBE-Life Sciences Education*, 2019

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend

Please read the articles in advance and come prepared to share your best ideas for practice. All faculty participating in the certificate program are encouraged to attend the kickoff. Those who have completed the ALIT Certificate are also invited to attend.

**Scholarship of Teaching and Learning Discussion Group √ §**  
**Wednesday, October 14, 2020 AND Thursday, November 12, 2020 • 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' assignments looking for clues? 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 publishing a scholarship of teaching and learning project.

**Cultivating Students' Affective Learning: Perspective Taking and Social Responsibility √ §**  
**Monday, October 19, 2020 • 2:30 to 3:30 pm • Online via WebEx**

How can we cultivate student learning in perspective-taking and social responsibility? These vital skills--central to UMBC's mission and vision--take on additional prominence for our learning community as we collaborate to build a more equitable and just society.

In this follow-up affective learning workshop, discover how a growing community of UMBC educators are cultivating students' capacities in affective competencies. We welcome attendees of earlier affective learning workshops to join us to move their work forward, and invite first-time attendees to discover ways to get started. Members of the Applied Learning Experience workgroup will demonstrate how they have crafted affective learning outcomes, created specific assignments to develop and assess this learning, and aligned this learning to the proposed Affective Functional Competencies. Join colleagues to discuss how to craft meaningful pathways for students to achieve these outcomes, draft an affective learning outcome for your own class or experience, and identify authentic tools to measure and collect learning evidence.

This work was partially funded through a Hrabowski Innovation Fund award.

**THE DIVERSE CLASSROOM SERIES:**  
**Motivating Students Online Book Chapter Discussion √ §**  
**Wednesday, October 21, 2020 • 12:00 to 1:00 pm • Online via WebEx**

Motivating students during remote instruction can be an ongoing challenge. In an FDC book discussion last spring, we discussed the importance of motivation for student success and shared some strategies to keep students engaged in their learning. Please join your colleagues to revisit this important issue as we discuss a new reading, Chapter 5, "Motivating Elements: Course Policies, Communications, Assessments, and More," in *Online Teaching at Its Best* by Linda Nilson and Ludwika Goodson, 2017. The chapter applies ideas from research on motivation to common online teaching challenges and suggests practical solutions to help instructors keep students striving. Bring your lunch or a snack and join in the conversation!

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend  
√ Program counts toward the ALIT certificate  
§ Program counts toward the INNOVATE Certificate  
© CIRTL graduate students are invited to attend

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

**ACTIVE LEARNING ONLINE SERIES:**

**Bring Your Best Idea: Using Group Work Online Part 2 √ §**

**Thursday, October 29, 2020 • 12:00 to 1:00 pm • Online via WebEx**

How can we use group work to help students process concepts, think deeply about ideas, and remain engaged in learning online? How can we create student-to-student connections that result in meaningful learning experiences? Research shows that using student groups can promote engagement and learning, helping students stay motivated, feel connected, and generate meaning.

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for using group work online 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 you may submit a one-page handout in advance to [fdc@umbc.edu](mailto:fdc@umbc.edu) and we will share it with the group, if you wish. 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.

The emphasis in this session will be on the pedagogy of using groups for active learning online--how these approaches can help you achieve your goals for student learning during remote instruction. While we will discuss the affordances that technology can provide for achieving your goals, this session will not provide step-by-step instructions for using online tools. Please see the [training programs offered by instructional technology](#) for specific help in using tools.

**Innovation for Teaching Effectiveness (INNOVATE) Certificate for Faculty in the Arts, Humanities, Social Sciences, & Social Work Fall Kickoff §**  
**Friday, October 30, 2020 • 12:00 to 1:00 pm • Online via WebEx**

In this kickoff event for the fifth 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. Those who have completed the INNOVATE Certificate are also invited to attend.

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTL graduate students are invited to attend

**New STEM Faculty Book Discussion ✓**  
**Friday, November 13, 2020 • 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.

**Recharging Your Rubrics: Clarify Communication & Fast Track Your Feedback with Rubrics Online ✓ §**  
**Tuesday, November 17, 2020 • 12:00 to 1:00 pm • Online via WebEx**

Looking for a communication tool that helps you to respond quickly to students' work? Rubrics can help you to meet students' feedback needs, link low and high stakes learning opportunities, and help students to think about their thinking. Plus they can speed up grading, make it more consistent, and clarify how you want students to demonstrate their learning. This session offers examples of how faculty create rubrics, activate them in Blackboard, engage them for self and peer review, and anticipate ways to use the resulting data. Join your colleagues for this discussion on how to create, use, and revise rubrics effectively.

In advance of this session, please visit [our webpage on rubrics](#) to learn more about the benefits and types of rubrics. This session will focus on the conceptual aspect of using rubrics online--how they can help you achieve your goals for student learning during remote instruction. Rubrics can be easily integrated into Blackboard, however this session will not provide step-by-step instructions. Please see [the resources on our website](#) or [schedule a consultation](#) for help in using rubrics in Blackboard.

**WINTER**

**New STEM Faculty Book Discussion ✓**  
**Monday, January 11, 2021 • 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.

**Teaching STEM ✓**  
**Tuesday, January 12, 2021 • 12:00 to 1:00 pm • Online via WebEx**

How do we make our STEM classes inclusive and effective for our diverse students today, especially in this time of remote instruction? Join your colleagues for a discussion of evidence-based teaching practices that help support all students as learners. We will use the ideas in the several papers as a starting point for our conversation (papers will be provided to those registered in advance).

**Building a Class Community Online from Day One**  
**Welcome to our Adjuncts!**  
**Wednesday, January 13, 2021 • 4:30 to 5:30 pm • Online via WebEx**

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

✓ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTL graduate students are invited to attend

This discussion about online teaching is specifically designed to welcome new adjuncts who started teaching at UMBC in 2020-2021 and connect them to other faculty. All are welcome!

Key to students' motivation and learning is a feeling of connectedness to the class--to the instructor, to other students, and to content. Such feelings foster engagement--an essential element for students to succeed. For many of us creating that sense of community seems easier when we can meet with our students face-to-face. How can we establish connection online? 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 and support in your online course. Please review one of the following two book chapters in preparation for our discussion:

- Chapter 4: "Building Community" from *Small Teaching Online* by Flower Darby with James Lang--provides a few key ideas to help you think through the process.
- Chapter 6: "Developing Interactivity, Social Connection, and Community" from *Online Teaching at Its Best* by Linda Nilson and Ludwika Goodson--provides a deeper dive into these issues and links to resources.

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

### **Engaging Students Online Part 1: Chat and Polling ✓ § Tuesday, January 19, 2021 • 12:00 to 1:00 pm • Online via WebEx**

How do we engage students as a whole class without relying on video? Students may have good reasons for keeping their video off, so it's important to measure their engagement through other means, including polling, chat, and discussions. In this session, faculty panelists will share their experiences, lessons learned, and strategies to successfully engage students online. The panelists represent a diverse set of disciplines and teach courses ranging in size from 30-300. Many of the strategies they will be describing are not discipline-specific and are adaptable to any course. Panelists include Kristen Anchor (MCS), Tamra Mendelson and Mercedes Burns (BIOL), and Tanya Olson (ENGL).

The FDC's spring programs will feature a series of sessions on engaging students, including a program on effective use of gamification, breakout groups, and a Bring Your Best Idea session where you can continue to share your examples and ideas.

### **INNOVATE Discussion § Wednesday, January 20, 2021 • 12:00 to 1:00 pm • Online via WebEx**

We will discuss the following:

1. The peer visit requirement for the certificate--what it involves and how to make the most of it if you do it while classes are meeting online.

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

✓ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend



2. The Teaching Perspectives Inventory (TPI)--what the results mean, how the FDC uses it, and how you might use it to reflect on your teaching.

## SPRING

### **Bring Your Best Idea: Choosing Synchronous versus Asynchronous Formats √ § Thursday, January, 28 2021 • 12:00 to 1:00 pm • Online via WebEx**

With the shift to online teaching, many faculty have been experimenting with translating their traditional teaching techniques to either [synchronous or asynchronous formats](#). Some strategies or activities from the traditional classroom are still viable, or even enhanced, by the technological affordances of synchronous online teaching. Other activities seem to work better, or students engage in them more deeply, if they are allowed to complete them on their own time and at their own pace. How have you made decisions about what to do synchronously versus asynchronously in your online courses? What challenges and successes have you encountered getting students to engage with you, the concepts and materials, and each other in synchronous or asynchronous modes? Have you tried certain activities in both modes, and if so, which seemed to work better, and why?

For Bring Your Best Idea sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas for choosing between asynchronous or synchronous modes for developing engaging activities and assignments to this lively, collaborative, and fast-paced sharing session. At the beginning of the session, participants will have the opportunity to reflect on this 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 you may submit a one-page handout in advance to [fdc@umbc.edu](mailto:fdc@umbc.edu) and we will share it with the group, if you wish. 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.

The emphasis in this session will be on the pedagogies of synchronous versus asynchronous teaching and learning--how these approaches can help you achieve your goals for student learning during remote instruction. While we will discuss the affordances that technology can provide for achieving your goals, this session will not provide step-by-step instructions for using online tools. Please see the [training programs offered by instructional technology](#) for specific help in using tools.

### **Putting on Our Own Oxygen Masks: Self-Care in Traumatic Times Tuesday, February 2, 2021 • 12:00 to 1:30 pm • Online via WebEx**

The pandemic has added to the already complex roles of many faculty by requiring us to take on a number of possible new tasks--teach online, counsel struggling or traumatized students, home-school our children, and act as caregivers to ill or aging loved ones. If trying to play these multiple new roles has been wearing you down, you are not alone. In a national survey conducted in November 2020, 87% of faculty agreed that the pandemic had made their jobs more difficult. Ongoing socio-political conflicts and economic pressures further compound these stressors in significant ways. Faculty often downplay our own suffering out of concern for what

---

\* Part of Provost's New Faculty Lunch series--all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend

students and others we care about are experiencing. Nevertheless, it is crucial that we attend to our own needs in order to be able to continue to support students and our loved ones.

This interactive session, led by Jill Wardell of the Office of Workplace Learning, Organization Development, and Wellness and co-sponsored by the Faculty Development Center, offers participants the opportunity to acknowledge what we have been experiencing and to learn healthy ways of dealing with the ongoing stress wrought by the momentous challenges we have been dealing with.

**Engaging Students Online Part 2: Gamification √ §**  
**Wednesday, February 10, 2021 • 12:00 to 1:00 pm • Online via WebEx**

How can you energize your online classroom and engage students through games and gamification techniques? Well-designed games for learning motivate players to work through challenging problems that require them to engage with concepts, take calculated risks, and reflect on the learning process--collaboration and/or competition can heighten this enjoyment (Gee, 2007; Smith-Robbins, 2011). Join us as we explore general principles about using games for learning, specific examples from UMBC colleagues, and applications to our own online classrooms. Faculty panelists will present examples designed to engage students, motivate them to learn, and create social connections as they collaborate or compete to demonstrate their learning. The strategies are not discipline-specific and are adaptable to many courses. Panelists include Kerri Evans (SOWK) and Caitlin Kowalewski (BIOL).

**Scholarship of Teaching and Learning Discussion Group √ §**  
**Thursday, February 11, 2021 and Monday, April 12, 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' assignments looking for clues? 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 publishing a scholarship of teaching and learning project.

**Debrief & Debug: Working Pedagogical Social Hour**  
**Wednesday, February 17, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Have pedagogical questions arisen based on the first few weeks of class? Are you looking to reconnect and destress with your colleagues after the start of the semester? Bring your lunch or beverage of choice along with your current teaching challenges and best ideas and join the FDC staff for a working happy hour. Drop in and drop out as you want and come as you are.

**Remote Learning for All: Mitigating online harassment in curricular and co-curricular spaces**  
**Friday, February 19, 2021 • 11:00 am to 12:30 pm • Online via Zoom**

*Presenters:* Virginia Byrne, Ph.D. & Juana Hollingsworth MSW, Morgan State University's School of Education and Urban Studies.

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTL graduate students are invited to attend

In our research we have found that most undergraduate students experience online harassment as both the victim and the bystander (i.e., witnessing their peer being harassed online). Few of these students, however, go to their professors or advisors when they need help. In this hands-on workshop we address why students don't turn to their faculty and student affairs pros when they are experiencing online victimization and what you can do to position yourself as a trusted helper.

- We'll talk about the climate and policies that fuel a culture of online harassment, patterns in first-hand and secondary victimization, and why these victims and bystanders don't seek your help.
- Then we will outline policies and practices you can adopt to educate students on online harassment, prevent it from happening in your spaces, and prepare a plan for when a student comes to you for support.

In short, students need us to be aware of and prepared to respond to online harassment. **Join us for this workshop by registering at [this link](#) by Wednesday, February 17th.** *Only faculty and staff who register at this link will receive access to the event link.*

**Please note:** UMBC is committed to creating an accessible and inclusive environment for all students, staff, faculty, and visitors. If you have difficulties accessing any of the materials on our site or any of our events or discussions, please contact us so that we can provide an alternative format and/or remedy any accessibility challenges.

*This workshop is co-sponsored by the Women's Center and the Faculty Development Center. For questions, contact the Women's Center at [womencenter@umbc.edu](mailto:womencenter@umbc.edu) or 410-455-2714.*

**THE DIVERSE CLASSROOM SERIES:  
Pedagogical Solutions to Barriers of Invisible Disabilities √ §  
Thursday, February 25, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Please join us to discuss pedagogical strategies for cultivating an accessible classroom culture through the lens of invisible disabilities. Nearly 20% of college undergraduates in the United States report having a disability, the majority of which may be “hidden” to the public eye. Yet, there is a disparity between the potential number of disabled students and those that seek formal accommodations through their University. This means that when we proactively design our courses to accommodate a variety of learners, we are likely benefiting a wider audience than we realize. This session is a venue to share approaches and insights that go beyond traditional academic accommodations to further promote inclusion of our neurodiverse students.

**Book Discussion: Intentional Tech √ §  
Tuesday, March 2, 2021 • 4:30 to 5:30 pm • Online via WebEx**

One of the blessings (and curses) of online teaching is all the wonderful tools we have to choose from. How can we efficiently and effectively make decisions on when to use what? Join your colleagues for a virtual discussion of *Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching* by Derek Bruff, 2019.

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend  
√ Program counts toward the ALIT certificate  
§ Program counts toward the INNOVATE Certificate  
C CIRTL graduate students are invited to attend

From the publisher: *Arguing that teaching and learning goals should drive instructors' technology use, not the other way around, Intentional Tech explores seven research-based principles for matching technology to pedagogy. Through stories of instructors who creatively and effectively use educational technology, author Derek Bruff approaches technology not by asking "How to?" but by posing a more fundamental question: "Why?"*

Bring a snack and join in the conversation!

Derek Bruff will be joining us on March 9 to present a session entitled Intentional Tech: Principles to Guide the Use of Educational Technology in Adaptive Teaching. Please bring your questions for Derek to the discussion, and we will share any questions with him in advance so he can address them during his presentation. You may register for Derek's presentation [here](#).

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 PDF Full Text under the descriptive information

## **Intentional Tech: Principles to Guide the Use of Educational Technology in Adaptive Teaching**

**Presentation by Derek Bruff √ § \* €**

**Tuesday, March 9, 2021 • 12:00 to 1:00 pm • Online via Zoom**

The changing circumstances of higher education require a form of adaptive teaching in which technologies are used to support both on-campus and online learning. As our toolbox of technologies expands, faculty and other instructors aren't always sure how to integrate those tools into their teaching in meaningful ways. Determining what's possible and what's useful can be challenging. In this session, we'll explore several teaching principles for matching technology to pedagogy, principles that can help us make intentional and effective use of technology however we teach.

Derek Bruff is director of the [Vanderbilt University Center for Teaching](#) and a principal senior lecturer in the [Vanderbilt Department of Mathematics](#). As director, he oversees the Center's programming and offerings for faculty and graduate students, helping them develop foundational teaching skills and explore new ideas in teaching and learning. He also consults regularly with campus leaders about pedagogical issues, seeking to foster a university culture that supports effective teaching.

Bruff is the author of [Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching](#) (West Virginia University Press, 2019) and [Teaching with Classroom Response Systems: Creating Active Learning Environments](#) (Jossey-Bass, 2009). His scholarly interests include educational technology and faculty development, and he writes about these and other topics on his blog, [Agile Learning](#). Bruff is also producer and host of the podcasts [Leading Lines](#), [VandyVox](#), and [One-Time Pod](#).

This program is co-hosted by Instructional Technology.

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

€ CIRTLL graduate students are invited to attend

We will be hosting a book discussion of Derek Bruff's 2019 book, *Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching*, on Tuesday, March 2. You may register for the book discussion [here](#).

**Trauma-Informed Practices: Building Faculty Resilience to Resist Burnout √ §  
Thursday, March 25, 2021 • 1:00 to 2:00 pm • Online via WebEx**

Are your efforts to build students' resilience taking a toll on your own? Our focus on building student resilience can be exhausting--what steps can we take to fortify our flexibility and adaptability despite the pandemic's ongoing challenges? Earlier discussions focused on how we can apply trauma-informed educational practices to support our students; this session opens space for a community discussion about how we can care for ourselves, restore resilience, and collaborate on ways to avoid burnout. Join with colleagues to discuss readings on trauma-informed pedagogy and explore ways to support ourselves as we support our students. Before the session, we invite you to choose at least one [resource from this menu](#) to fortify your experiential learning and share during the discussion.

**SoTL Invitation Only Session (Invitation Only)  
Monday, March 29, 2021 • 12:00 to 1:00 pm • Online via WebEx**

A year ago you were invited to a focus group that the FDC convened to help us discern what kinds of structures and supports we could provide for doing SoTL studies and getting the results published. The folks who were able to attend that discussion gave us a wealth of information about the aspects of SoTL that seem most daunting. Not surprisingly, analyzing data and writing up results for publication were identified as particularly challenging.

Given the extra workload you all have faced from the shift to online teaching, along with many other stressors, I hesitated to form a SoTL Working Group until now. I know the stress and struggle haven't entirely abated, but I'm hoping at least some of you might be ready to start planning and executing new projects, or perhaps picking up and reviving an old project. This group can provide support for that.

Exactly how this group may work is still up to discussion, but I'd like to propose kicking off on Monday, March 29th, 12-1:00, with a discussion of aims and potential process, as well as a discussion of Parts 1 and 2 of this new open-access book, [Writing About Learning and Teaching in Higher Education](#), by Healey, Matthews, and Cook-Sather (2020).

**Please RSVP to let us know whether or not you can attend.** If you would like to join us but can't for this particular session, please reply to let us know. If you would prefer we remove you from this list, please let us know that as well.

And in case you were wondering, the SoTL Discussion Group, which is open to all faculty, will continue to meet periodically to serve as an introduction to SoTL, primarily through reading and discussing exemplars of SoTL studies. The current *SoTL Working Group* will aim to provide support for conducting SoTL studies, and at the moment, participation is by invitation. If you know of colleagues whom we have missed who are interested in doing SoTL, please let us know so we can add them to the invitation.

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend  
√ Program counts toward the ALIT certificate  
§ Program counts toward the INNOVATE Certificate  
© CIRTLL graduate students are invited to attend

Hope to see you on March 29th!

**Revitalizing Student Learning and Engagement after Midterm: Cultivating Metacognition** ✓ §  
**Wednesday, March 31, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Were you surprised or disappointed at the quality of students' midterm work? Are students seemingly unaware of how to approach, plan, or learn from course assignments? Teaching students how to think about their thinking, i.e., become more metacognitive, may hold the key to helping them move forward after midterm. In this session we'll briefly share ideas from the research on student metacognition and then hear from instructors who are implementing various approaches to foster this habit of mind in their students. Panelists include Tara Carpenter (Chemistry), Michael Nance (Philosophy), and Jill Randles (Academic Engagement and Transition Programs).

**Processing Pandemic Teaching & Learning Experiences: A Community Reflection Exercise** ✓ §  
**Tuesday, April 6, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Shared reflection can be a helpful way to process our teaching experiences during the pandemic, empowering us to make our teaching narratives more authentic, renewing connections across our community, and restoring our resilience. Join the FDC and Instructional Technology as we reflect on the uncanny anniversary of leaving campus, our spring break emergency course revisions, and the struggle to sustain student learning throughout the summer, fall, and spring. We will reflect individually and together on how we responded, what we felt, and how we can integrate what we have learned in the past year into our lifelong teaching narratives.

*This program was originally created and designed for the [Cluster Pedagogy Learning Community](#) through the [Open Learning & Teaching Collaborative \(CoLab\)](#) at [Plymouth State University](#). Read more about the experience in [The Chronicle](#).*

**New STEM Faculty Book Discussion** ✓  
**Wednesday, April 7, 2021 • 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.

**Beyond Writing in the Disciplines: Multimodal Communication Assignments** ✓ §  
**Friday, April 9, 2021 • 12:00 to 1:00 pm • Online via WebEx**

Multimodal communication is about making meaning through a combination of representation formats, e.g., words, images, sounds, and numbers. The ability to understand and design complex messages that mix modalities is crucial to students' abilities to participate in academic disciplines and other professional domains. Students in all majors need to learn to distill research findings or creative products and present them in a variety of ways for a variety of audiences. In most disciplines, for example, students need to be as adept at preparing a slide

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

✓ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTL graduate students are invited to attend

show that combines graphics, text, sound and/or video, as they are at presenting their ideas orally in a clear and compelling way.

In this panel presentation, co-sponsored by the Writing Board and the Faculty Development Center, Lindsay Johnson (Music), Cynthia Wagner (Biology), and Marcela Mellinger and Nicki Belfiore (Social Work) will share a variety of multimodal communication assignments their students complete. They'll also describe how they support students to prepare this work and how they assess the products. Your questions and discussion will close out the session.

**Active Learning Inquiry Teaching (ALIT) Certificate End of Year Celebration ✓  
Friday, April 23, 2021 • 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.

**Innovation for Teaching Effectiveness (INNOVATE) Certificate End of Year  
Celebration §  
Friday, April 30, 2021 • 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.

**Faculty Learning Communities End of Year Celebration  
Friday, May 7, 2021 • 12:00 to 1:30 pm • Online via WebEx**

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/teaching/learning-communities/faculty-learning-communities/>.

**SUMMER**

**SoTL Working Group Meeting (Invitation Only)  
Tuesday, June 8, 2021 • 1:00 to 2:00 pm • Online via WebEx**

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend  
✓ Program counts toward the ALIT certificate  
§ Program counts toward the INNOVATE Certificate  
C CIRTL graduate students are invited to attend

Following our kick-off meeting for the SoTL Working Group back in March, we'll have an early June virtual meeting to put you on track to make progress with a SoTL project over the summer.

### **SoTL Working Group Meeting (Invitation Only)**

**Tuesdays, June 15, 22, and 29, 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.

## **PROGRAM SERIES**

### **The Diverse Classroom Series**

**UMBC's Faculty Development Center continues 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?

#### **Who should attend?**

- Faculty and staff who aspire to make their classrooms more inclusive of our diverse student population.

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

### **Leadership & Teaching Series**

**UMBC's Faculty Development Center continues the Leadership & Teaching Series launched in March 2018!**

Sessions in this series are designed to help you to reflect on challenges in teaching facing higher education 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?

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend



- 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?

**Who should attend?**

- Chairs, deans, graduate program directors, and others in formal leadership roles
- Faculty and staff with informal leadership roles or who aspire to be campus leaders

---

\* Part of Provost's New Faculty Lunch series—all faculty are welcome to attend

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend