Seventh Annual Provost's Teaching & Learning Symposium Program

Celebrating Teaching & Honoring Provost Philip Rous!

April 21, 2023

Chesapeake Employers Insurance Arena

12:00-12:30 p.m. Welcome & Lunch

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

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12:30-2:00 p.m. Keynote Presentation

Beyond Inclusion - Teaching for civic engagement and social participation

Questions about inclusive teaching practices sometimes limit us to discussions about within-classroom outcomes. In this talk, we will explore the notion of education being a vehicle for social transformation by interrogating its role in wider society. We will also discuss strategies that we can consider in our courses, regardless of the subject matter that prepares students to be fully engaged members of society.

Dr. Bryan Dewsbury is an Associate Professor of Biology at Florida International University where he also is an Associate Director of the STEM Transformation Institute. He received his Bachelors degree in Biology from Morehouse College in Atlanta, GA, and his Masters and PhD in Biology from Florida International University in Miami, FL. He is the Principal Investigator of the Science Education And Society (SEAS) program, where his team conducts research on the social context of education. He is a Fellow of the John N. Gardner Institute and a Director at the RIOS (Racially-Just Inclusive Open Science) institute. He conducts faculty development and provides support for institutions interested in transforming their educational practices pertaining to creating inclusive environments and in this regard has worked with over 100 institutions across North America, United Kingdom and West Africa. He is a co-author on the upcoming book 'Norton's Guide to Inclusive Teaching' and author of the upcoming book 'What then shall I teach? - Rethinking equity in higher education'. He is the founder of the National Science Foundation (NSF) funded Deep Teaching Residency, a national workshop aimed at supporting faculty in transforming their classroom to more meaningfully incorporate inclusive practices. Dr. Dewsbury is originally from the Republic of Trinidad and Tobago and proudly still calls the twin island republic home.

2:00-3:30 p.m. *Poster Presentations*

1. *Energizing the Classroom: Gamification, Role Play, Simulation, Case Studies, Discussion, and more*, Kerri Evans (Social Work)
2. *Metacognition Modules: Teaching Self-Regulation in MCS 101*, Donald Snyder, Jason Loviglio, and Kristin Anchor (Media and Communication Studies), and Tory Williams (Faculty Development Center)
3. *UMBC Interdisciplinary CoLab: Narrative Research, Project Based Learning*, Carole McCann (Gender, Women's, + Sexuality Studies), Donald Snyder (Media and Communication Studies), and Rachel Carter (Gender, Women's, + Sexuality Studies)
4. *A Multi-Semester International Tandem Conversation Project: Assessing Linguistic and Intercultural Gains*, Talke Macfarland and Susanne Sutton (Modern Languages, Linguistics, and Intercultural Communication)
5. *For a Need of a Spanish 201-Placement Test: A Pilot Study Result*, Milvia Hernández (Modern Languages, Linguistics, and Intercultural Communication)
6. *When is the Same Not the Same? Issues of Question Equivalence in Online Exam Pools*, Sarah Leupen (Biological Sciences), Linda Hodges (Faculty Development Center), Sarah Bass and Tara Carpenter (Chemistry and Biochemistry), Cody Goolsby-Cole (Physics), and Liz Stanwyck (Mathematics and Statistics)
7. *Disciplinary Differences in STEM Faculty and Student Use of Learning Objectives: Implications for Teaching and Learning*, Sarah Leupen (Biological Sciences), Tory Williams (Faculty Development Center), Linda Hodges (Faculty Development Center), Laura Ott (Biology at University of North Carolina at Chapel Hill), Eric Anderson and Lili Cui (Physics), Kalman Nanes (Mathematics and Statistics), Mark Perks (Chemistry and Biochemistry), and Cynthia Wagner (Biological Sciences)
8. *Improvement of Student Learning by Automatic Grading Systems*, Matthias Gobbert (Mathematics and Statistics)
9. *The Impact of an Interventional Proof-Writing Course*, Kathleen Hoffman, Justin Webster, and Kal Nanes (Mathematics and Statistics), and Tory Williams, Kerrie Kephart, and Jennifer Harrison (Faculty Development Center)
10. *Using Senior Peer Mentoring for Experiential Learning of Core Chemical Engineering Topics*, Neha Raikar and Mariajosé Castellanos (Chemical, Biochemical, and Environmental Engineering)
11. *Using Anonymous Grading for High-Stake Assessments to Reduce Performance Discrepancies Across Student Demographics*, Neha Raikar (Chemical, Biochemical, and Environmental Engineering) and Nilanjan Banerjee (Computer Science and Electrical Engineering)
12. *Assessing and Reversing Students' Unpreparedness in Upper-Level Biology Courses*, Claudia Gualtieri, Fernando Vonhoff, and Michelle Starz-Gaiano (Biological Sciences)
13. *At-home Experiments as a Platform to Develop Critical Thinking Ability*, Gautom Das (Chemical, Biochemical, and Environmental Engineering)
14. *Synchronous IRL/DL Technologies for Innovative Teaching*, Eileen O'Brien, Diane Alonso, and Anne Brodsky (Psychology)
15. *Evaluation and Enhancement of a Learning Unit on Quantum Algorithms*, Alan Sherman, Sam Lomonaco, Omar Shehab, and Mark Laczin (Computer Science and Electrical Engineering) and Linda Oliva (Education)
16. *Learning-and-Assess-by-Teaching: An Ungrading Adventure in Introductory Data Science Course*, Karen Chen (Information Systems)

17. *Caselets: Improving Data Science Problem Solving at Scale*, Karen Chen, Shimei Pan, and Maryam Alomair (Information Systems)
18. *Embedding Digital Data Storytelling in Introductory Data Science Course: An Inter-institutional Trans-disciplinary Pilot*, Karen Chen (Information Systems), Sarah Jewett Provost), Jamie Gillan and Matthew Decker (English at Montgomery College), Egan Eteffa (University of Maryland and Montgomery College), Anjelica Marzan (Montgomery College), and Justin Thai (Information Systems)
19. *Pandemic Perspectives: Using Storytelling to Connect across Centuries*, Anne Sarah Rubin (History), Sarah Jewett (Provost), and Jamie Gillan (English at Montgomery College)
20. *Making "Digital Cruikshank": A Special Collections Collaboration*, Lindsay DiCuirci (English) and Susan Graham (Library)
21. *Content and Context in a Single Image: Multi-format analysis of Lewis Hine photographs in Special Collections*, Lindsey Loeper and Susan Graham (Library)
22. *A Digital Dashboard for Supporting Online Student Teamwork*, Simon Stacey (Honors College)
23. *Theory to Practice: Collaborating with Practitioners to Improve Lesson Planning Instruction for Campus to Field Transition*, Kim Feldman and Cheryl North (Education)
24. *Quality Matters in Political Theory*, Lisa Vetter (Political Science)
25. *Quality Does Matter: Post-pandemic Impact on Course Design*, Mariann Hawken, Susan Biro, and Laura Wyatt (Instructional Technology)
26. *Making Course Materials Accessible with Ally*, Mariann Hawken and Josh Abrams (Instructional Technology)
27. *Impacts of Online SI PASS Academic Support for MATH 151*, Delana Gregg and Deborah Webb (Academic Success Center)
28. *Inclusive Teaching*, Nicki Belfiore (Social Work), Mariajosé Castellanos (Chemical, Biochemical, and Environmental Engineering), Erin Durham (Library), Janet Gross (English), Maggie Knisley (Sociology, Anthropology, and Public Health), Louise Murray (Erickson School of Aging Studies), Neha Raikar (Chemical, Biochemical, and Environmental Engineering), and Fernando Vonhoff (Biological Sciences)
29. *Teaching Climate Change and Society: Easing Climate Distress and Enhancing Students' Sense of Efficacy*, Dawn Biehler and Maggie Holland (Geography and Environmental Systems)
30. *Other Voices in American Environmental History: A Student Designed Assignment Exploring Perspectives of Underrepresented Minority Groups*, Suzanne Braunschweig and Jackie Filigenzi (Geography and Environmental Systems), and Kerrie Kephart (Faculty Development Center)
31. *Mentoring Practices at Different Levels*, Suzanne Braunschweig (Geography and Environmental Systems), Abhijit Dutt (Computer Science and Electrical Engineering), Stephen Miller (Biological Sciences), Steve Pitts (Psychology), and Michelle Starz-Gaiano and Cynthia Wagner (Biological Sciences)
32. *Identifying an Interdisciplinary Path to Social Responsibility Education Across the COEIT Curriculum*, Helena Mentis (Information Systems), Maria Sanchez (Engineering and Computing Education), Kara Seidel (Language, Literacy, and Culture), Felipe Filomeno (Political Science and Global Studies), and Christine Mallinson (Language, Literacy, and Culture)
33. *Broadening Participation of Women Undergraduate Transfer Students in COEIT: Designing an Interactive Technology for Affective Skill Development*, Andrea Kleinsmith, Tera Reynolds, Asha Kumar, and Jennifer Posada (Information Systems),

Leann Alhashishi (Computer Science and Electrical Engineering), and Anu Olutoye (Information Systems)

34. *Preventing Gender-Based Harm at the University of Maryland, Baltimore County: Designing and Teaching a Multidisciplinary Course*, Jodi Kelber-Kaye (Honors College), Marcela Sarmiento Mellinger (Social Work), and Christopher Murphy, Amelia Meman, Danielle Farrell (Psychology)
35. *InterEqual*, Irina Golubeva (Modern Languages, Linguistics and Intercultural Communication), David Di Maria and Adam Holden (Center for Global Engagement), Kathrine Kohler (Modern Languages, Linguistics and Intercultural Communication), and Jasmine Lee and Mary Ellen Wade (Student Affairs)
36. *An Equity-based Participatory Approach to Technology-rich Learning in Community Recreation Centers*, Foad Hamidi (Information Systems)
37. *Fed Body and Mind: A Mixed Methods Study of the Whole Academic Student*, Jasmine Shumaker, Semhar Yohannes, and Shawn Parker (Library), and Lydia Sannella and Ariel Barbosa (Retriever Essentials)
38. *Community Conversations: Developing and Assessing the Expansion of Mental Health Prevention Efforts within Identity-based Spaces*, Samantha Smith (Health Promotion) and Jasmine Lee (Student Affairs)
39. *Facilitating Belonging through Dialogue: First-Year Seminar Success*, Jasmine Lee and Ciara Christian (Student Affairs)
40. *First-Year Best Practices at UMBC*, Jill Randles and Laila Shishineh (Academic Engagement and Transition Programs)
41. *Diane M. Lee Endowment for the First-Year Experience*, Diane Lee (Undergraduate Academic Affairs), Jill Randles and Laila Shishineh (Academic Engagement and Transition Programs), Mark Berczynski (Engineering and Computing Education), Chuck LaBerge (Computer Science and Electrical Engineering), Jamie Gurganus (Engineering and Computing Education), Elaine MacDougall (English and Academic Success Center), and Jonathan Zwi (Music)
42. *Powering Up the Narrative: Digital Storytelling in First Year Programming*, Mark Berczynski (Engineering and Computing Education), Sarah Jewett (Provost), and Jamie Gillan (English at Montgomery College)
43. *Fostering Pedagogies to Support Transfer Students: A Faculty Collaboration*, Mark Berczynski (Engineering and Computing Education), Karen Chen (Information Systems), Sarah Jewett (Provost), Nancy Kusmaul (Social Work), and Sarah Leupen (Biological Sciences)
44. *Guided Supplemental Coding During Office Hours*, Anirudhh Gadariya and Ellen Kim (Information Systems), mentored by Jamie Gurganus and Mark Berczynski (Engineering and Computing Education)
45. *Impact of Round-Robin on Learning Effectiveness*, Max Bobbin, Neha Sian, and Jenny Thomas (Chemical, Biochemical, and Environmental Engineering), mentored by Jamie Gurganus and Mark Berczynski (Engineering and Computing Education)
46. *The Effects of External Learning on Performance of Computer Science Students*, Avalon Ferman, Annamaria Palmiero, and Nathaniel Therrien (Engineering and Computing Education), mentored by Jamie Gurganus and Mark Berczynski (Engineering and Computing Education)
47. *Training Students to Listen Better: Advancing Deepfake Audio Discernment*, Lavon Davis (Language Literacy and Culture), Sara Khanjan, Noshaba Bhalli, and Vandana Janeja (Information Systems), and Christine Mallinson (Language, Literacy, and Culture)

48. *Being Your Best Self in a Troubled Democracy: Unpacking Social Scripts and Reshaping Our Collective Reality*, David Hoffman and Tess McRae (Center for Democracy and Civic Life), Simon Stacey (Honors College), and Ricky Blissett (Center for Democracy and Civic Life)
49. *STRiVE 2023: Transformative Learning Through Deep, Facilitated Reflection on Civic Values and Action*, David Hoffman, Tess McRae, Markya Reed, and Ricky Blissett (Center for Democracy and Civic Life)
50. *Auxiliary Learning Outcomes in the Global Award Application Process*, Brian Souders (Center for Global Engagement)