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## **Faculty Development Center 2022 – 2023 Programs**

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

### **SUMMER**

#### **SoTL Summer Writing Accountability Group (Invitation Only) Wednesdays, July 6 - August 25, 2022 • 10:00 to 11:00 am • Online via WebEx**

Do you have a Scholarship of Teaching and Learning (SoTL) project you'd like to move toward publication/presentation? Are you sitting on some data and asking yourself, "What now?" No matter what else your summer holds in store, you can make progress on a SoTL project, if you make a plan and stick to it. Meeting regularly with a writing/accountability group can help you stay on track. The FDC will facilitate a virtual summer SoTL writing and accountability group and we'd love to have you join us. These sessions were scheduled based on the interest and availability of those actively working on SoTL projects. Based on the goals of participants, the group will meet virtually and write synchronously. They may also share drafts and give feedback to one another.

#### **Scholarship of Teaching and Learning Discussion Group √ § € Wednesday, July 20, 2022 • 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' work looking for patterns in their learning? Are you interested in finding out whether a pedagogical change will improve 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.

For this session, two faculty with SoTL work in progress will share their projects with the group. Suzanne Braunschweig (Geography & Environmental Systems) will present her work-in-progress about students in a writing intensive course on conservation co-creating their writing assignment and rubric, and Nandita Dasgupta (Mathematics & Statistics) will present her project, "Statistics as a Prerequisite for Introductory Econometrics: Options and Outcomes."

#### **Building a Class Community √ § Welcome to our Adjuncts! Wednesday, August 24, 2022 • 4:00 to 5:00 pm • Online via WebEx**

This discussion is specifically designed to welcome new adjuncts who start teaching at UMBC in Fall 2022 and connect them to other faculty. All faculty are invited to join us to welcome our adjuncts and join the discussion!

Key to students' motivation and learning is a feeling of connectedness to the class--to the instructor, to peers, and to content. Such feelings foster engagement--an essential element for

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students to succeed. How can we create that sense of community whether we're teaching face-to-face, online, hybrid or Hyflex? 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 support in your course, regardless of delivery format. Please read this brief post in preparation for our discussion: [A Checklist for Building Community in the College Classroom](#).

## FALL

### THE ADVANCED TOPICS SERIES:

#### **Reading for Learning: What Does the Research Tell Us? √ §**

**Thursday, September 1, 2022 • 12:00 to 1:00 pm • Online via WebEx AND**

**Wednesday, September 21, 2022 • 12:00 to 1:00 pm • Online via WebEx**

Today's expanded access to digital readings, audio resources, videos, memes, and other media empower us to vary the ways we deliver learning materials to students. What if we knew which medium works best for learning? What if we could choose the medium based on learning research? Or in cases where readings are committed to a specific medium (like the digital book we explore in this session), how can you adapt your reading skills (and guide your students' capacities) to get the most out of every reading? Baron synthesizes the research on reading to learn, students' views of reading, and the affordances and disadvantages of reading in print, on screen, or listening to audio. She aims to help educators rethink how to support readers at any level by helping us think about which platforms work best for different kinds of reading and which print learning strategies cross over to digital and audio. Join your colleagues to discuss *How We Read Now: Strategic Choices for Print, Screen, and Audio* by Naomi S. Baron, 2021.

**The September 1 session will focus on the history of reading (Part 1 of the book) and reading in print versus onscreen (Part 2). The September 21 session will focus on reading with audio (Part 3) and next steps in reading to learn (Part 4).**

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

### **SoTL Fall Writing Accountability Group (Invitation Only)**

**Tuesdays, September 6 - December 13, 2022 • 9:00 to 10:00 am • Online via WebEx**

Do you have a Scholarship of Teaching and Learning (SoTL) project you'd like to move toward publication/presentation? Are you sitting on some data and asking yourself, "What now?" No matter what else your semester holds in store, you can make progress on a SoTL project, if you make a plan and stick to it. Meeting regularly with a writing/accountability group can help you stay on track. The FDC will facilitate a virtual fall SoTL writing and accountability group and we'd love to have you join us. These sessions were scheduled based on the interest and

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availability of those actively working on SoTL projects. Based on the goals of participants, the group will meet virtually and write synchronously. They may also share drafts and give feedback to one another.

#### **THE ADVANCED TOPICS SERIES:**

#### **Engaging the Disengaged: Reconnecting Our Students √ §**

**Wednesday, September 7, 2022 • 12:00 to 1:00 pm • Online via WebEx**

If you struggled to reach your students last semester, you were not alone. According to the *Chronicle*, faculty were stunned by the intensity of college students' disengagement and disconnection in spring 2022. What happened to everyone's efforts to adapt to the (shifting) new normal? What happened to the energy we generated via the hope and joy we shared in our return to the classroom in Fall 2021? What can we do when our (formerly effective) engagement techniques don't work anymore? What can we do to reach our disengaged students? How can we focus their attention on the learning they need to achieve their goals? How can we help them (and ourselves) overcome the impacts of our current times? Join your colleagues to discuss how we can reinvigorate ourselves and our students, so they engage more deeply with learning.

#### **Active Learning Inquiry Teaching (ALIT) Certificate Fall Kickoff √**

**Friday, September 9, 2022 • 12:00 to 1:00 pm • Online via WebEx**

In this inaugural event for the eighth 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. Faculty play a critical role in motivating all students to learn, both through our mindsets and our pedagogical approaches. These ideas continue to be important as we address the learning challenges lingering from the pandemic. During the kickoff, participants will share key ideas for inclusive and supportive teaching, drawing from the following articles.

**Please scan one or more of these** and come prepared to share your best ideas for practice.

- [Fostering Metacognition to Support Student Learning and Performance](#) by Stanton, Sebesta, and Dunlosky in *CBE-Life Sciences Education*, 2021, volume 20(2), fe3.
- [Smartness in Engineering: Beliefs of Undergraduate Engineering Students](#) by Dringenberg, Kramer, and Betz in *Journal of Engineering Education*, 2022, volume 111, pp. 575-594.

All faculty participating in the certificate program are encouraged to attend the kickoff. ALIT Certificate alumni are also invited to attend.

#### **THE LEADERSHIP & TEACHING SERIES:**

#### **Fun Things You Can Do with Rubrics & Direct Learning Evidence: A Kinesthetic Walkthrough √ § (CANCELED)**

**Tuesday, September 13, 2022 • 12:00 to 1:30 pm • University Center 312**

You already know about [rubrics](#), in fact, you've used them to speed up feedback to students, make grading more consistent, and demonstrate to students how to grow as learners using rubrics to analyze and improve their work.\* In this session, we challenge you to extend your rubric skills through collaborative kinesthetic co-creation of a rubric. We begin with a physical version of the FDC rubric template. Each team will craft a criterion row, align the learning defined to course and program outcomes, and walk us through their analysis. We'll then use our

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synthesized spatial rubric to assess student samples, examine the direct measure evidence that emerges, and consider how it informs student learning of the assignment, course, program, and institutional outcomes. Finally, we bridge these data to sample indirect data and reflect on potential insights. Lunch will be provided.

\*Activate and then build on your learning from past sessions that you attended or viewed the recording of, like ...

- Faster, Easier, and More Effective ... Grading? on March 9, 2022
- Student-Activated Rubrics: Creating a Pathway to Deepen Student Learning on October 21, 2021
- Recharging Your Rubrics: Clarify Communication & Fast Track Your Feedback with Rubrics Online on November 17, 2020

Please email [fdc@umbc.edu](mailto:fdc@umbc.edu) for a link to the recording and resources from these sessions.

### **Innovation for Teaching Effectiveness (INNOVATE) Certificate Fall Kickoff § Friday, September 16, 2022 • 12:00 to 1:00 pm • Online via WebEx**

In this kickoff event for the seventh 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. INNOVATE Certificate alumni are also invited to attend.

In addition to welcoming our new cohort, we'll focus on one of the goals of the INNOVATE program, reflection on teaching, by reading and discussing two chapters of the online book: *Reflection and the College Teacher: A Solution for Higher Education*, by Rachel Wlodarsky. Chapter 2 discusses "What Is Reflection, Its Capacity, and Why Is It Important?" and Chapter 4 describes what the reflective process looks like. You can access the ebook online at any time before the session through the AOK Library by doing the following:

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

### **THE PROVOST'S NEW FACULTY LUNCH SERIES**

#### **Revitalizing Class Discussion √ §**

**Wednesday, September 28, 2022 • 12:00 to 1:00 pm • Online via WebEx**

For new faculty members and teaching veterans alike, structuring and facilitating class discussions is often one of our most challenging pedagogical undertakings. As we return to the classroom following the trauma and uncertainty of the pandemic, many faculty report that it feels like more of a struggle than ever to engage students in the kinds of conversations that will help them to solidify their understanding. In this session, a panel of faculty innovators, Rebecca Adelman (Media & Communication Studies) and Foad Hamidi (Information Systems), will share strategies for stimulating productive class discussions and heading off common pitfalls.

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We will consider ways to prepare and motivate students for discussion, facilitate student-to-student interaction, and synthesize students' comments to connect them to your broader learning objectives.

**THE ADVANCED TOPICS SERIES:**

***Engaging Ideas* Book Discussion, Ch. 10 √ §**

**Thursday, October 6, 2022 • 12:00 to 1:00 pm • Online via WebEx**

In this session, we'll analyze how to engage students by crafting authentic academic research. How can we cultivate curiosity, counter students' misconceptions about research, and guide them to create and respond to research questions? We'll read the revised and updated edition of *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (3rd Ed.) by John C. Bean and Dan Melzer (2021) to help you use backward design to construct an effective model for cultivating undergraduate research skills.

This revised edition offers the clear advice, practical strategies, and useful examples you appreciated in past editions along with the latest on writing transfer; metacognition, self-assessment, and peer review; translanguaging approaches to diversity in language practices; grading alternatives and ungrading; and social media and technology. Our discussion focuses on "Designing and Sequencing Assignments to Teach Undergraduate Research" (Chapter 10, pp. 189-227).

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 (not the chapter title) and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

**Bring Your Best Idea: Active Learning—The What, How, and When √ §**

**Wednesday, October 12, 2022 • 12:00 to 1:00 pm • Online via WebEx**

Active learning is often considered a key choice in inclusive teaching and an important factor in cultivating student success. But the phrase *active learning* covers a lot of ground. What does active learning look like in your teaching? How does active learning manifest in online vs face-to-face teaching? What types of active learning help you achieve specific learning goals for your students? And when may active learning not be the best pedagogical choice?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas 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 a link to a handout is welcome. 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.

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**Scholarship of Teaching and Learning Discussion Group** √ §  
**Tuesday, October 18, 2022 • 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' work looking for patterns in their learning? Are you interested in finding out whether a pedagogical change will improve 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 (SoTL) project.

In this session, we will delve into reviewing the literature for a SoTL project, especially how to find relevant studies, scope a review, and position your own work within the existing literature. Reviewing the literature for a SoTL study can be challenging, especially if you haven't conducted such a review in a while. In this session, Semhar Yohannes, Research Librarian, will lead us through the process of creating good search terms and conducting thorough, targeted searches of databases to find sources relevant to a SoTL study. Please feel free to share your own experiences and/or challenges with writing literature reviews.

**THE ADVANCED TOPICS SERIES:**

**Efficiently Grading and Responding to Students' Writing** √ §  
***Engaging Ideas* Book Discussion, Chs. 13 and 14, Continued**  
**Monday, October 24, 2022 • 12:00 to 1:00 pm • Online via WebEx**

How do we effectively grade and respond to student writing without being overwhelmed? In this session, we'll revisit Bean's Chapters 13 and 14 to explore key mid- and end-of-semester concerns, including helping students improve their writing projects before submission and cultivating improved learning (and easier grading) through effective and *efficient* feedback. We'll use the revised and updated edition of *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (3rd Ed.) by John C. Bean and Dan Melzer (2021) to help you build on grading efficiencies explored in last semester's [Faster, Easier, and More Effective ... Grading?](#) session, though attendance at that session is not required to join this discussion.

This revised edition offers the clear advice, practical strategies, and useful examples you appreciated in past editions along with the latest on writing transfer; metacognition, self-assessment, and peer review; translingual approaches to diversity in language practices; grading alternatives and ungrading; and social media and technology. Our discussion focuses on:

- “Coaching the Writing Process and Handling the Paper Load” (Chapter 13, pp. 278-297), and
- “Providing Effective and Efficient Feedback” (Chapter 14, pp. 298-316).

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](#)
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3. In the AOK OneSearch box, type the book title (not the chapter title) and press Search
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## **THE DIVERSE CLASSROOM SERIES**

### ***What Inclusive Instructors Do: Book Chapters Discussion* √ §**

**Tuesday, November 1, 2022 • 4:00 to 5:00 pm • Online via WebEx**

How can you make your courses more inclusive? The authors of the book, *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching* (Addy et al., Stylus Publishing, 2021), surveyed hundreds of instructors as part of a national study exploring this question. We invite you to join your colleagues as we discuss some of their key findings. While participants are welcome to explore the book in its entirety, our large group discussion will center on the following chapters:

- Chapter 2 - “What do [instructors] know about being inclusive?,” pp. 24-44,
- Chapter 5 - “How do [instructors] conduct class inclusively?,” pp. 105-136, and
- Chapter 6 - “Using a tool to support inclusive teaching,” pp. 139-149.

A few goals of this book discussion are to acknowledge that many of us already have what it takes to be inclusive (Ch. 2), to inventory those inclusive strategies we already implement while refreshing our approach with new strategies (Ch. 5), and to consider one or more new tools to aid our inclusive practices (Ch. 6) during this semester and beyond.

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 (not the chapter title) and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

## **THE ADVANCED TOPICS SERIES:**

### ***Peer Review of Writing* √ §**

**Thursday, November 3, 2022 • 12:00 to 1:00 pm • Online via WebEx**

What if you could get students actively involved in their own learning and have them understand that writing is, fundamentally, a form of communication among real people? Done well, peer review of writing can help do that. Yet students often view it as busywork. They aren't sure what the point is, nor how they're supposed to do it, so they don't give it much effort. In that case, it's not surprising that they say they don't learn much from their peers' comments.

In this session, co-sponsored with the Writing Board, we will hear how some instructors have used peer review effectively to help their students develop their writing skills and discuss ideas from attendees. Panelists include Carol Fitzpatrick (English) and Michelle Starz-Gaiano (Biological Sciences).

### ***New STEM Faculty Book Discussion* √**

**Thursday, November 10, 2022 • 11:00 am to 12:00 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. This session will cover the first chapter and Part 1, pages 1-87.

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**Finishing Strong: Promoting Student Metacognition** √ §  
**Thursday, November 10, 2022 • 12:00 to 1:00 pm • Online via WebEx**

How can you improve students' self-regulation and motivate them to synthesize, reflect, and retain what they've learned in your course? How can you help them prepare to transfer learning into their next experiences? As we approach the end of the semester, join your colleagues to discuss ways to help students finish strong: coaching them to abandon habits like cramming and over-dependence on your guidance by engaging their metacognitive and self-learning skills instead. We'll share key ideas from the literature on motivation, metacognition, and self-regulation and discuss together how we can help students gain agency in their learning.

**WINTER**

**Sharpen and Shape Up Your Syllabus for Spring** √ §  
**Tuesday, January 10, 2023 • 12:00 to 1:00 pm • Online via WebEx**

Your syllabus is ready (or almost ready) for spring. But, would a quick tweak help engage learners more effectively? We know that the syllabus is an important tool, providing your teaching philosophy and course logistics, requirements, and resources, but how can we help students to use it effectively? To make the syllabus more transparent and relevant to students, in this session we will touch on how to create demonstrable student learning outcomes, incorporate inclusive and student-centered language and practices, design aligned assignments, and ensure accessibility for all students. We'll conclude by highlighting activities that can engage students with the syllabus such as a syllabus quiz, tour, outcome reflection, or assignment. We encourage you to bring your own questions and reflections about the syllabus and examples to review in the open discussion.

For additional resources, please see the [FDC Creating a Syllabus webpage](#) and this [IHE article on ways to engage students with the syllabus](#).

**Teaching STEM: Implementing Active Learning** √  
**Tuesday, January 17, 2023 • 12:00 to 1:00 pm • Online via WebEx**

How do we make our STEM classes inclusive and effective for our diverse students today? Join your colleagues for a discussion of evidence-based teaching practices that help support all students as learners. For example, active learning practices are known to promote learning and close opportunity gaps among groups of students. But knowing how to best implement active learning for student success can be tricky. In this session, we will draw on ideas in the following papers as a starting point for our conversation:

- [Instructor strategies to aid implementation of active learning: a systematic literature review](#). *International Journal of STEM Education*, 8(1), 1-18, 2021. Feel free to scan down to the Strategies section pages 8-18.
- [Integrating active learning activities and metacognition into STEM writing courses](#). *Advances in Physiology Education*, 45(4), 902-907, 2021.



**New STEM Faculty Book Discussion** ✓  
**Wednesday, January 18, 2023 • 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. This session will focus on Part II, pp. 91-183.

**Engaging Students, Promoting Learning** ✓ §  
**Welcome to our Adjuncts!**  
**Monday, January 23, 2023 • 4:00 to 5:00 pm • Online via WebEx**

This discussion is specifically designed to welcome new adjuncts who start teaching at UMBC in Spring 2023 and connect them to other faculty. All faculty are invited to join us to welcome our adjuncts and discuss student engagement.

For students to succeed in our courses, they need to be engaged, both cognitively and emotionally. How can we engage students whether we're teaching face-to-face, online, hybrid, or HyFlex? 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 support in your course, regardless of delivery format.

**FLC Mid-Year Gathering**  
**Friday, January 27, 2023 • 12:00 to 1:00 pm • Engineering 102**

You are invited to join this informal gathering of current FLC participants for an opportunity to mingle with colleagues while discussing what you're working on and have accomplished so far in your FLCs. We hope that this time for cross-pollination among the FLCs will be energizing and will stimulate fresh ideas for the new semester. Attendance at this program is not required. Lunch will be provided.

**SPRING**

**Helping Students Access Prior Learning, Analyze and Address Knowledge Gaps, and Activate Success in Your Class** ✓ §  
**Thursday, February 2, 2023 • 12:00 to 1:00 pm • Online via WebEx**

How prepared are your students to build on their learning as they return to the classroom? Whether you are teaching a spring section of a multi-course sequence, working with students taking courses out of sequence, or supporting new students as they transition to UMBC, you'll want to know what your students already know. Join us to discuss how we can help students connect, correct, or clarify prior learning so they can more effectively achieve the learning outcomes in your course.

**AI Generative Tools: Implications for Teaching** ✓ §  
**Tuesday, February 7, 2023 • 12:00 to 1:00 pm • Online via WebEx**

Whether you're concerned or excited about ChatGPT and other AI generative tools, we know that such systems can give impressive responses to different types of questions and produce very convincing products. These tools are potentially poised to revolutionize the way we all work. In

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this session we'll think through their possible impacts on pedagogy. A panel of faculty from computer science and the digital humanities will offer insights about the limits and capacities of these tools, and help us anticipate uses (and misuses) in teaching via discussion. Panelists include Earl Brooks (ENGL), Frank Ferraro (CSEE), Tim Finin (CSEE), and Tim Nohe (VART).

**Facilitating Group Work Post Remote Instruction √ §**  
**Monday, February 13, 2023 • 12:00 to 1:00 pm • Engineering 102**

Have you thought about using group work in class, but didn't know where to start? Or have you used groups in the past but are facing new challenges with this approach as we continue to adjust from remote instruction? Using student groups can promote engagement and learning during class time, but navigating such a social dynamic can seem daunting, especially after returning to the classroom after remote instruction. In this session, facilitator Sarah Leupen (Biological Sciences) will engage participants in discussing evidence-based practices when using groups and productive ways to overcome pitfalls. Lunch is provided.

**THE LEADERSHIP & TEACHING SERIES**

**Crafting Transparent Learning Pathways for Students with Rubrics and Test Maps**  
**√ §**  
**Tuesday February 14, 2023 • 12:00 to 1:00 pm • Online via WebEx**

What if students could see how each part of a project, each question on an exam, every part of your class works together to build their learning? Although students (and faculty) typically view rubrics as grading tools for instructors, in fact rubrics can offer students a clear learning pathway. Similarly, test maps, though largely unfamiliar to students and faculty alike, can help everyone see the knowledge structures behind core class concepts and skills. How can you use these tools to help students learn more effectively, cultivate self-efficacy, sidestep assignment pitfalls, and move past typical obstacles? In this session, we'll examine how to activate rubrics as self- and peer- assessment tools, guide students through the explicit pathway to success that your rubric creates, and engage students in co-creating, revising, clarifying, and improving rubrics. We'll also look at test maps and how to take advantage of the testing effect by sharing the map and results with students.

**Ungrading Experiences at UMBC √ §**  
**Wednesday, February 22, 2023 • 12:00 to 1:00 pm • Online via WebEx**

Do you wish your students would focus more on learning and less on points and grades? Are you concerned that conventional forms of assessment and grading don't fairly or adequately capture students' development and mastery with regard to the course learning outcomes? Are you worried that without grades, you would lose the only tool you have to motivate students to engage with your course content? If your answer is 'yes' to one or more of these questions, then come to this session to learn more about a set of practices around assessment known as "ungrading" that shift the focus away from grading and toward student reflection and self-evaluation of learning. If you've already begun experimenting with elements of ungrading, then come to this session to share your experiences with your colleagues.

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**Scholarship of Teaching and Learning Discussion Group √ §**  
**Literature Reviews Part 2 - Synthesizing Research Literature**  
**Monday, February 27, 2023 • 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' work looking for patterns in their learning? Are you interested in finding out whether a pedagogical change will improve 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 (SoTL) project.

Last fall's session of the SoTL Discussion Group focused on using library databases to search for relevant sources. Picking up where that session left off, in this session, we will discuss strategies for analyzing, summarizing, and synthesizing research literature into a coherent discussion that lays the foundation for a SoTL project. Please feel free to share your own experiences and/or challenges with writing literature reviews.

**THE ADVANCED TOPICS SERIES:**

**Peer Evaluation of Group Process and Function √ §**  
**Thursday, March 9, 2023 • 12:00 to 1:00 pm • Online via WebEx**

If you use groups or teams regularly in classes, you know that group function is not always smooth—some students may dominate while others gladly let others do most of the work. These social issues can be especially problematic if students receive a grade for some aspect of the group work. One common way to hold students accountable for their efforts in these situations is peer evaluation. In this session, faculty panelists will share insights from their use of peer evaluation, including ways both to teach students how to work well in groups and to evaluate group function. These techniques can be implemented in various group settings including projects, class work done in groups, or Team-Based Learning. Panelists include Mark Berczynski (ECEP), Mariajosé Castellanos (CBEE), Milvia Hernández (MLLI), Sarah Leupen (BIOL), and Christopher Rakes (EDUC).

**Active Assailant Preparedness Training**

**Thursday, March 16, 2023 • 12:00 to 1:00 pm • Mathematics/Psychology 106 AND**  
**Monday, March 27, 2023 • 12:00 to 1:00 pm • Interdisciplinary Life Sciences**  
**Building (ILSB) : 233**

Given the continuing incidents of shootings on college campuses, we understand that you may be concerned about how to react in the moment if such an event were to happen at UMBC. This session is open to all faculty and will be led by UMBC's Emergency Manager, John Schaible. There will be two sessions, March 16 and March 27. Register for ONE session only. Attendees are welcome to bring their lunch.

**ePortfolios: A Promising (and Challenging) High-Impact Practice √ §**  
**Wednesday, March 29, 2023 • 12:00 to 1:00 pm • Online via WebEx**

What if we had a way to support students to articulate their learning and integrate it across all their coursework and co-curricular experiences? What if students could reflect on this learning and synthesize it with their personal values and goals? What if they could then communicate all of this electronically - to us, their peers, future employers, and virtually anyone in the world - in

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ways that help them to make an impact? Proponents claim that ePortfolios can be just such a tool. In this session, UMBC faculty and staff who attended AAC&U's Forum on ePortfolios in January 2023 will share their takeaways and invite the audience to explore some of the promises and challenges of ePortfolio adoption at UMBC. Faculty and staff who use ePortfolios or reflective thinking as a learning strategy are encouraged to attend and share their experiences. Panelists include Kerrie Kephart (FDC), Andrea Kleinsmith (Information Systems), Peggy Re (Provost's Office and Visual Arts), and Maria Sanchez (Engineering and Computing Education Program).

### **THE DIVERSE CLASSROOM SERIES**

#### **Kognito: Teaching the Whole Student √ §**

*A simulation for cultivating wellness in college students*

**Thursday, March 30, 2023 • 12:00 to 1:00 pm • Online via WebEx**

Have you ever taught a student whom you suspected was experiencing a mental health crisis? As course instructors, how do we know our responsibilities and limitations in supporting these students? Join the FDC to explore and discuss Kognito; an interactive, online, simulation designed to support college teaching faculty in responding to their students' signs of crisis. Kognito is a technology supported by UMBC's Integrated Wellness Center and is encouraged as a tool for educating the "whole" college student. That is, when faculty strengthen their skills to recognize and support students experiencing distress (even seemingly unrelated to class), they facilitate students' ability to learn successfully. Registrants of this FDC session are encouraged to begin or complete the [Kognito simulation](#) before the meeting time. During our session, we will discuss participants' experiences with, and questions about, the interactive tool and its potential role in reformed pedagogy at UMBC.

#### **New STEM Faculty Book Discussion √**

**Tuesday, April 11, 2023 • 11:00 am to 12:00 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. This session will focus on Part III, pp. 187-287.

#### **Bring Your Best Idea: AI Generative Tools √ §**

**Wednesday, April 12, 2023 • 12:00 to 1:00 pm • Online via WebEx**

Since our February panel discussion on the promises and pitfalls of AI generative tools, including ChatGPT, the use of such tools has continued to grow. In this session, we invite you to join your colleagues to share your experiences with these tools in your teaching. How have they helped or hindered the achievement of your goals for your students? What kinds of guidance or guidelines have you provided students about their use? What kinds of "aha" or "ha-ha" moments have they engendered? If you created an assignment in which students used ChatGPT, how did it go? And, importantly, where do we go from here?

For *Bring Your Best Idea* sessions, we (locally) crowdsource answers to questions such as these. Please bring your best ideas to this lively, collaborative, and fast-paced sharing session. Anyone who has an idea to share with the whole group will have two minutes to describe it. No slides please, though a link to a handout is welcome. After 20-30 minutes of sharing ideas, we'll shift

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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.

**Seventh Annual Provost's Teaching & Learning Symposium** √ § €  
*Celebrating Teaching & Honoring Provost Philip Rous!*  
**Friday, April 21, 2023 • 12:00 to 3:30 pm • Event Center Arena**

Please join us for the seventh annual Provost's Teaching and Learning Symposium as we celebrate the return from remote instruction and honor Provost Rous! The symposium, part of the Hrabowski Innovation Fund initiative, will bring together UMBC faculty and staff to discuss transformative learning experiences. This year's event will feature lunch, a keynote presentation, and a poster session for UMBC faculty and staff to share their teaching projects.

Overview of the Symposium Schedule

- 12:00-12:30: Welcome and lunch available
- 12:30-2:00: Dr. Bryan Dewsbury, keynote speaker
- 2:00-3:30: Poster session

This year's keynote address, ***Beyond Inclusion - Teaching for civic engagement and social participation***, will be given by Dr. Bryan Dewsbury. Dr. 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.

Graduate TAs are welcome to attend.

Please note that only the keynote presentation counts toward the ALIT or INNOVATE Certificate.

**Innovation for Teaching Effectiveness (INNOVATE) Certificate End of Year Celebration** §  
**Friday, April 28, 2023 • 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.

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This event is for all current participants in and alumni of the Innovation for Teaching Effectiveness (INNOVATE) Certificate program. Both those in the first and second years of the program are encouraged to attend and alumni are welcome to join.

### **Active Learning Inquiry Teaching (ALIT) Certificate End of Year Celebration √ Friday, May 5, 2023 • 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 all current participants in and alumni of the Active Learning, Inquiry Teaching (ALIT) Certificate program. Both those in the first or second year of the program are strongly encouraged to attend and alumni are welcome to join.

### **Writing and/or Talking About Your Teaching √ § € Wednesday, May 10, 2023 • 12:00 to 1:00 pm • Online via WebEx**

You've written papers, proposals, abstracts, and presentations that describe your research plans and accomplishments—but what about your teaching? Throughout your career, you may be asked to write about or discuss your goals and accomplishments for your teaching. How do you craft a narrative about your effectiveness as a teacher? In this session, FDC staff will share ideas for writing compellingly about your teaching, including what kinds of evidence best supports your claims. Please note that this workshop is not offered every year, so we encourage anyone who plans to write about their teaching in the next several years to join us.

In preparation for our discussion, please review the following chapters from *Critical Teaching Behaviors: Defining, Documenting, and Discussing Good Teaching* by Lauren Barbeau and Claudia Cornejo Happel (Stylus Publishing, 2023):

- "Introduction" (pp. 1-8), and
- "Creating a Narrative of Teaching Effectiveness" (Chapter 10, pp. 141-148).

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 (not the chapter title) and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

Graduate students or Postdocs who are applying for positions are welcome to attend.

**Faculty Learning Communities End of Year Celebration**  
**Friday, May 12, 2023 • 12:00 to 1:30 pm • Commons 331**

Join this celebration to learn more about the Faculty Learning Community (FLC) program at UMBC. Participants in the current FLCs have spent the year discussing the topics of teaching creativity, ungrading approaches, and contemplative pedagogies. At this event they will share and demonstrate the outcomes of their work. Participants will also have the opportunity to learn more about proposed FLC topics for 2023-24. Visit the FLC website for further information about FLCs: <https://calt.umbc.edu/learning-communities/faculty-learning-communities/>. Lunch is provided.

**SUMMER**

**Scholarship of Teaching and Learning Discussion Group √ §**  
**Thursday, June 29, 2023 • 12:00 to 1:30 pm • Online via WebEx**

Do you sometimes find yourself wondering how students learn in your class? Have you ever analyzed your students' work looking for patterns in their learning? Are you interested in finding out whether a pedagogical change will improve 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.

For this session, we will meet for 1.5 hours to work on developing a plan for data analysis. If you have data that you have already collected, feel free to bring it. Otherwise, we will share some data so that everyone can gain hands-on experience with developing a data analysis plan.

**Program Series**

**THE PROVOST'S NEW FACULTY LUNCH SERIES**  
**Our longest running series!**

Sessions in this series are designed to support new faculty as they transition to teaching at UMBC. They involve sharing ideas on how to foster and assess student learning, including:

- Effective and inclusive teaching approaches,
- Efficient grading strategies, and
- Campus resources for faculty and student success.

All faculty are welcome to attend.

**THE ADVANCED TOPICS SERIES**  
**Launched in September 2021!**

Sessions in this series are designed to delve deeper into special topics that synthesize multiple research-based ideas for cultivating student learning. During these sessions, faculty and staff colleagues will support your efforts to energize your classroom with classic and cutting-edge pedagogical approaches that will help you to ...

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- Identify how to integrate complex learning science applications into your course design and delivery,
- Challenge your higher order thinking skills to investigate and assess new ways to foster student success, and
- Connect and collaborate with colleagues seeking to create exemplary learning exercises and environments across courses and learning opportunities.

**All faculty are welcome to attend, especially those who...**

- aspire to complicate and build on core pedagogical knowledge shared in other FDC programs, or
- wish to cultivate and apply learning research to innovative, engaging, and effective classroom practices.

**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?

**All faculty are welcome to attend, especially those who...**

- aspire to make their classrooms more inclusive of our diverse student population.

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

**LEADERSHIP & TEACHING SERIES  
Launched in March 2018!**

Sessions in this series are designed to help you to reflect on challenges in collegiate teaching 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?
- 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?

**All faculty are welcome to attend, especially those who...**

- Are chairs, deans, graduate program directors, or have formal leadership roles, or
- Have informal leadership roles or who aspire to be campus leaders.

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