
Faculty Development Center 2023 – 2024 Programs

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

Creating an Inclusive Syllabus using Learning Outcomes √ § Wednesday, July 26, 2023 • 12:00 to 1:00 pm • Online via WebEx

At midsummer, your [syllabus](#) may include glimpses of your teaching philosophy, requirements, assignments, logistics, and resources. Plus you've drafted your vision for an inclusive classroom culture. But your eyes keep scanning the section on student learning outcomes (SLOs) (everyone has been talking about SLOs and the 70 percent rule, aka the Transfer with Success Act), and you

- aren't sure if your course-level outcomes express your "desired results" for student learning; or
- aren't sure if your course-level outcomes are clear to students (and other audiences); or
- aren't sure how to help students link course-level outcomes to prior, concurrent, and future learning.

When you articulate what students will know and be able to do by the end of your course, in connection with their other learning, you are working to create an inclusive, welcoming, and clear syllabus. For this workshop, please have your syllabus and SLOs handy as we share best practices (with templates), collaborate to clarify your example outcomes, and discuss how to cultivate inclusive SLOs. Plus, we'll share enhanced online resources to support your efforts.

New Adjunct Faculty Welcome: Engaging Students Wednesday, August 23, 2023 • 4:00 to 5:00 pm • Online via WebEx

This program is specifically designed to welcome new adjuncts to UMBC and connect them to colleagues. All faculty are invited to join us to welcome our new adjuncts, hear from our adjunct panel, and discuss student engagement. The program will begin with remarks, tips, and advice for new adjuncts from former new adjuncts who will share how they engage students and plan and manage teaching responsibilities with other activities. We will then open the discussion to provide opportunities for attendees to share thoughts on structuring student interactions, teaching for inclusion, and conveying caring support in your course. Panelists include Heather Edwards (SOWK), Nancy McAllister (GES), and Richard Zak (CSEE).

FALL

Themes include: acknowledging the rise of generative AI, raising awareness of assessment as we look ahead to our Middle States review, and connecting to our inclusive excellence mission.

Assignment Design in the Age of AI: Strategies to Promote Critical Thinking and Deep Learning √ §

Wednesday, September 6, 2023 • 12:00 to 1:30 pm • Commons 329

Tuesday, September 12, 2023 • 12:00 to 1:00 pm • Online via WebEx

Since the debut of ChatGPT last November, the use of AI generative tools has proliferated across academia. Students are using these tools in a variety of ways to support their learning and, in some cases, to circumvent instructors' intentions for how they should complete assignments. How can we design assignments that help students learn to use AI productively and ethically? Or how can we redesign existing assignments to be more AI-resistant? In this session, we will consider how to address AI tools while maintaining the focus on best practices in creating assignments that engage students in deep learning and demonstration of mastery of course learning outcomes.

There will be two sessions, September 6 in person with lunch provided and September 12 online via WebEx. Please register for ONE session only. Only one session can count toward the ALIT or INNOVATE Certificate programs.

Active Learning Inquiry Teaching (ALIT) Certificate Fall Kickoff √ **Friday, September 8, 2023 • 12:00 to 1:00 pm • Online via WebEx**

In this inaugural event for the ninth year of the certificate program in Active Learning, Inquiry Teaching (ALIT), we'll explicitly discuss ways to reflect on your teaching and explore ways to guide your students in becoming 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. Reflecting on these ideas is even more important now as we address the learning challenges lingering from the pandemic and face the new challenges and opportunities of generative AI. During the kickoff, participants will share key ideas for practice, drawing from the following articles.

- Reflective Practices in Education
<https://www.lifescied.org/doi/10.1187/cbe.22-07-0148>
- Examining Science Education in ChatGPT
<https://link.springer.com/article/10.1007/s10956-023-10039-y>

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

Helping Students Process and Apply Feedback √ § € **Thursday, September 14, 2023 • 12:00 to 1:00 pm • Online via WebEx**

Why do students struggle to see, process, and apply feedback? How can you help them use your feedback to enhance deliberate practice, build self-regulation skills, and move towards proficiency? In this session, we'll discuss inclusive active learning techniques that help all students interact with your feedback. We'll look at ideas like individual responses (e.g., wrappers

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and reflections), group work (team problem solving and peer review), and additions (flipped lectures and learning modules) situated as teachable moments.

Innovation for Teaching Effectiveness (INNOVATE) Certificate Fall Kickoff § Friday, September 15, 2023 • 12:00 to 1:00 pm • Online via WebEx

In this kickoff event for the eighth 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 engage in a discussion around one of the goals of the INNOVATE program, by reading and discussing two recent articles of wide interest:

- Corrigan, Paul T. (2023). Scaffolding Critical Reading. *Teaching and Learning Inquiry*, 11, 1-18.
- Inoue, Asao B. (2020). Teaching Antiracist Reading. *Journal of College Reading and Learning*, 50:3, 134-156.

Cultivating Student Self Regulation with Rubrics & Test Maps √ § Wednesday, September 20, 2023 • 12:00 to 1:00 pm • Online via WebEx

You clarified your student learning outcomes, refined your assignment design(s), and planned ahead for feedback with FDC programs. Now you're wondering how to help students visualize their progress towards proficiency. How can you help students to see what they have learned and what they still need to learn? As they move toward achieving the outcomes, how can you teach them to effectively monitor their progress, so they can focus on practicing where they need it most? In this program, we'll explore rubric and test maps, tools that align student learning outcomes to specific criteria and questions. When you share individual and collective learning results with students and help them to figure out next steps, you are helping students to move more effectively towards proficiency. Join colleagues to discuss how to help students use these tools.

Ungrading and AI: Congruence or Dissonance? √ § Thursday, September 28, 2023 • 12:00 to 1:00 pm • Online via WebEx

How has your thinking about grading versus ungrading evolved given the rise in student use of AI generative tools? Generative AI presents new opportunities and challenges for ungrading, that is, using clear expectations and extensive feedback in lieu of grades to focus students on learning. Although AI provides a readily accessible and hard-to-detect way to bypass some kinds of assignments, it can allow students to scaffold their learning in new ways and reflect on learning as an iterative and interactive process. Join your colleagues for a discussion on how generative AI can complement or complicate our efforts to help students see coursework as opportunities for learning rather than points.

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THE DIVERSE CLASSROOM SERIES:

Recognizing & Resisting Racism in the Margins: Revisiting Inclusive Writing across the Disciplines √ §

Thursday, October 5, 2023 • 12:00 to 1:00 pm • Online via WebEx

Please join us to discuss the dismantling of linguistic racism in the grading of students' written work across the disciplines. Registrants are encouraged to familiarize themselves with Syracuse University's [Antiracist Writing Across the Curriculum](#) initiative and approaches to implementing [antiracist assessments of students' writing](#). Their program was developed in response to the prevalence of implicit racism in instructors' feedback on students' writing assignments across the disciplines at institutions across the country. During our session together, we'll grapple with ideas for taking antiracist action within our courses in alignment with UMBC's commitment to inclusive excellence. This conversation extends and elaborates on some of the ideas we first discussed in [a program in February 2022](#). All teaching faculty and staff are encouraged to attend.

Scholarship of Teaching and Learning Discussion Group √ §

Tuesday, October 10, 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.

In this session, we'll discuss Maurer and Cabay's study, [Challenges of shaping student study strategies for success: Replication and extension](#), published in *Teaching and Learning Inquiry* 11, 2023. Click the "PDF" button on the right-hand side of the page linked above to read the paper.

We will examine the authors' research questions, study design, and methodological approach to data. As you think about how you might approach this common concern of helping students learn effective study strategies in your classes, what are other research questions that come to mind? What other kinds of interventions and data collection might be appropriate in your context?

Creating a Visual Course Map for Students: Course-Level Curriculum Mapping √ §

Thursday, October 12, 2023 • 12:00 to 1:00 pm • Online via WebEx

Imagine a tool that helps your students visualize their learning pathways across your course design. Imagine students previewing what they'll learn as you unfold the plan for the semester. Imagine a resource for continued review, reflection, and retained learning that enables students to see what they have achieved and set goals for next steps. A course curriculum map is the tool you've been imagining. A course map can help you create these visual experiences, so students can synthesize what they are learning now with past and future learning.

Join colleagues to preview *A Guide to Curriculum Mapping: Creating a Collaborative, Transformative, and Learner-Centered Curriculum* (Harrison & Williams 2024), which

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explains how curriculum mapping works to operationalize research-based best practices in teaching, learning and assessment.

Bring Your Best Idea: Best Uses/Positive Ways to Use AI √ §
Wednesday, October 18, 2023 • 12:00 to 1:00 pm • Online via WebEx

Given the rapid advancement and anticipated ubiquity of generative AI tools, it's important that students learn to work with these tools, that is, to become "AI-literate." Have you incorporated generative AI tools into your courses to help students learn the content or to become more AI-literate? Are there ways that you'd like to support your students as they explore these tools? The midterm seems like an appropriate time to reflect on how well our initial attempts to use AI with our students are going. Whether you've already embraced AI in your classroom or are curious about it but aren't sure how to, come to this session to share with and learn from your UMBC colleagues.

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 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.

Assessing Equity: Reflecting on an Inclusive Course √ § €
Presentation by Dr. Bryan Dewsbury
Thursday, November 2, 2023 • 10:00 am to 11:30 pm • HyFlex: University Center 312 and Online via WebEx

Following his powerful and widely lauded [keynote](#) at the Provost's Teaching and Learning Symposium in April 2023, we are excited to welcome back Dr. Bryan Dewsbury. In this session, he will be presenting on "**Assessing Equity - Reflecting on the Elements of a Successful Inclusive Course Experience.**"

In this talk, we will consider the non-cognitive features of the course experience as meaningful, not solely in service of grades, but as valuable constructs for themselves. We will discuss ways to assess the success of our approaches both during the experience, and in the post semester critical reflective stages. This process will reorient our thinking from the consideration of single factors that impact course success and grant us a process to facilitate the process of the permanent, yet beautiful journey towards inclusive course experiences.

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

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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.

From Outcomes to Evidence: Using ePortfolios to Document Learning √ §
Presentation by Dr. Helen Chen
Wednesday, November 8, 2023 • 12:00 to 1:30 pm • Online via WebEx

We are excited to welcome Dr. Helen Chen, who will present on “**From Outcomes to Evidence: Using ePortfolios to Document Learning.**”

ePortfolios are more than just a technology: they imply a process of planning, keeping track of, making sense of, and sharing evidence of learning and performance. Often described as a “meta” High Impact Practice, using ePortfolios well requires embracing a set of pedagogical practices and an understanding of learning called *Folio Thinking*. Drawing upon a framework of integrative learning, this workshop will provide guidance on where to begin in designing and implementing an ePortfolio approach to meet the learning outcomes of your course or program. We will share illustrative examples, case studies, and resources, and we encourage instructor questions.

Helen L. Chen is a Research Scientist in the [Designing Education Lab](#) in the Department of Mechanical Engineering and a co-founder of the [Integrative Learning Portfolio Lab](#) in Stanford Career Education at Stanford University. She earned her undergraduate degree from UCLA and her PhD in Communication with a minor in Psychology from Stanford University. Helen serves on the executive board for the [Association for Authentic, Experiential and Evidence-Based Learning \(AAEEBL\)](#) and is on the faculty for American Association of Colleges & Universities' [Institute on ePortfolios](#). Helen's scholarship and writings focus on engineering and entrepreneurship education, portfolio assessment and pedagogy, reflective practices in higher education, non-degree credentials, and reimagining how learners represent their identities, experiences, and skills through their professional online presence.

Awakening Students' Innate Desire to Learn √ § **(Postponed)**
Re-Engaging Students: A Book Chapter Discussion
Thursday, November 9, 2023 • 12:00 to 1:00 pm • Online via WebEx

How can we help our students find “purpose” as they navigate higher education and seek relevance in their classes and projects? Can we counter the “[crisis](#)” of absenteeism that has spilled from secondary into postsecondary education by cultivating students' curiosity? Could affirming students' learning motivations help us help them with mental health challenges exacerbated by the pandemic? Join us to discuss *Improving Learning and Mental Health in the College Classroom* by Eaton et al., 2023 with special attention to Chapter 4, “Awaken Students' Innate Desire to Learn,” pp. 123-156, which argues that “when students are fueled by innate desires, such as curiosity, they are much happier, less anxious, and less depressed than when they are driven by extrinsic factors alone.”

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Participants can access the ebook online at any time through the AOK library before 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 and press Search
4. Locate the ebook, and click on the link to Online Access under the descriptive information

WINTER

Reflection Retreat

Thursday, January 18, 2024 • 9:00 am to 3:00 pm • University Center 312

This retreat will bring together UMBC faculty and academic staff who engage students in reflective practices, such as journaling, ePortfolios, digital storytelling, and personal narratives. The day provides an opportunity for participants to share their practices and learn what others around campus are doing to support student reflection, as well as identify synergies that we can build on to foster greater student learning and development through reflection/reflective practices. The retreat is coordinated by Kerrie Kephart (FDC), Andrea Kleinsmith (COEIT, IS), Peggy Re (Provost's Office, VART), and Maria Sanchez (COEIT, ECEP).

Clarifying Purpose through Transparent Student Learning Outcomes: A Pathway to an Inclusive Syllabus √ §

Tuesday, January 23, 2024 • 12:00 to 1:00 pm • Online via WebEx

As spring semester approaches, you've probably already reviewed your course(s), revised your syllabus, and reset your energy levels. As you reflect on how the assignments work together to help students achieve the student learning outcomes, you begin to wonder if...

- your course-level outcomes actually express your "desired results" for student learning; or
- your course-level outcomes are clear to students (and other audiences); or
- your students can connect these course-level outcomes to prior, concurrent, and future learning.

When you articulate what students will know and be able to do as a result of taking your course, you are working to create an inclusive, welcoming, and clear syllabus. Outcomes (sometimes called objectives or goals) and outcome alignment help students to see the significance of each course they take, organize their learning as developing experts, and catapult their learning forward with near and far transfer.

For this workshop, please have your syllabus and SLOs handy as we share best practices (with templates), collaborate to clarify your example outcomes, and discuss how to cultivate inclusive SLOs. As the requirements and procedures emerge for the 70 percent rule (aka the Transfer with Success Act) and accreditation renewal, efforts to clarify outcomes gain additional significance for our students' success. FDC programs, services, and online resources are available to support your ongoing work.

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New Adjunct Faculty Welcome: Engaging Students
Wednesday, January 24, 2024 • 4:00 to 5:00 pm • Online via WebEx

This program is specifically designed to welcome new adjuncts to UMBC and connect them to colleagues. All faculty are invited to join us to welcome our new adjuncts, hear from our adjunct panel, and discuss student engagement. The program will begin with remarks, tips, and advice for new adjuncts from former new adjuncts who will share how they engage students and plan and manage teaching responsibilities with other activities. We will then open the discussion to provide opportunities for attendees to share thoughts on structuring student interactions, teaching for inclusion, and conveying caring support in your course. Panelists include Jennifer Kelly (ECON), JoAnn Klinedinst (DPS: Health IT), and Joseph Washington (ENME).

FLC Mid-Year Gathering
Friday, January 26, 2024 • 12:00 to 1:30 pm • Commons 329

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

Themes include: teaching and learning in the era of AI, addressing disengagement and absenteeism by cultivating students' sense of purpose, using curriculum mapping and closing the loop to support assessment efforts, and supporting students with an inclusive classroom.

Awakening Students' Innate Desire to Learn √ §
Re-Engaging Students: A Book Chapter Discussion
Tuesday, February 6, 2024 • 12:00 to 1:00 pm • Online via WebEx OR
Wednesday, February 7, 2024 • 12:00 to 1:30 pm • Engineering 102

How can we help our students find “purpose” as they navigate higher education and seek relevance in their classes and projects? Can we counter the “[crisis](#)” of absenteeism that has spilled from secondary into postsecondary education by cultivating students' curiosity? Could affirming students' learning motivations help us help them with mental health challenges exacerbated by the pandemic? Join us to discuss *Improving Learning and Mental Health in the College Classroom* by Eaton et al., 2023 with special attention to Chapter 4, “Awaken Students' Innate Desire to Learn,” pp. 123-156, which argues that “when students are fueled by innate desires, such as curiosity, they are much happier, less anxious, and less depressed than when they are driven by extrinsic factors alone.” Lunch is provided on February 7.

Participants can access the ebook online at any time through the AOK library before 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

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

There will be two sessions, February 6 online via WebEx and February 7 in person with lunch provided. Although you are welcome to attend both sessions, only one session can count toward the ALIT or INNOVATE Certificate programs.

**Encouraging Academic Integrity in the Era of AI √ §
Wednesday, February 14, 2024 • 12:00 to 1:00 pm • Online via WebEx**

While fostering and maintaining academic integrity has always been an important goal of instruction at UMBC, advances in “the other AI” – artificial intelligence – has complicated this effort. Students are not always aware of what constitutes plagiarism where tools such as ChatGPT are concerned. Meanwhile, faculty often feel pressure to ensure that students meet course learning objectives and also help them learn how to use AI tools ethically and responsibly. The fact that effective tools to detect students’ usage of AI in completing assignments do not currently exist further complicates the academic integrity landscape. In this session we will revisit best practices in course, syllabus, and assignment design in light of the opportunities and temptations that generative AI tools present. Faculty will learn how to make their policies around AI use clear to students and will gain strategies for dissuading students from inappropriate use of these tools.

THE LEADERSHIP & TEACHING SERIES

**Collaborating to Map Your Program: Program-Level Curriculum Mapping √ §
Tuesday, February 20, 2024 • 12:00 to 1:30 pm • University Center 312**

How do your students synthesize their learning across the courses and other learning experiences in your degree program? Do your students use near and far transfer to integrate their general education learning into their majors? Too frequently, students view individual courses (even individual assignments) as separate, not connected to other classes or to their goals and purposes. Mapping your program can help you and your colleagues begin to change this perception: a program-level curriculum map illustrates how student learning experiences collectively cultivate the program’s desired learning results.

Curriculum mapping, as detailed in *A Guide to Curriculum Mapping: Creating a Collaborative, Transformative, and Learner-Centered Curriculum* (Harrison & Williams 2024), helps you to implement best practices in teaching, learning, and assessment. In this session, faculty from Business Technology Administration and Human Centered Computing will literally walk you through their program maps; show you how their maps helped them clarify, query, and collaborate on student learning; and reflect on how to extend this discussion to students. Join us for a kinesthetic, hands-on mapping experience to create a shared vision for student learning across courses and programs. Lunch is provided.

THE LEADERSHIP & TEACHING SERIES

**Mapping Best Practices: A Guide to Curriculum Mapping Book Discussion √ §
Wednesday, February 28, 2024 • 12:00 to 1:00 pm • Online via WebEx**

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Join us to discuss how *A Guide to Curriculum Mapping: Creating a Collaborative, Transformative, and Learner-Centered Curriculum* (Harrison & Williams 2024) synthesizes teaching, learning, and assessment best practices. In addition to demonstrating how mapping integrates fundamental learner-centered best practices like transparency, scaffolding, alignment, deliberate practice, and learning transfer, the guide shows how you can use the templates to map and measure ongoing and new initiatives, like high-impact practices, co-curricular learning, or specific pedagogies, and analyze the learning data to identify further improvements.

While our companion in-person experience literally walks you through the basics of mapping your curriculum, this online discussion invites you to delve into how curriculum mapping engages research-based best practices. We'll focus our discussion on Chapter 2: Navigating Research-Based Best Practices with Curriculum Mapping. pp. 21-54; Chapter 1 offers a preview of the best practices discussed.

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 PDF Full Text under the descriptive information

THE ADVANCED TOPICS SERIES

Scaffolding Proficiency through Deliberate Practice √ §

Tuesday, March 5, 2024 • 12:00 to 1:00 pm • Online via WebEx

Deliberate practice helps students to apply complex ideas and use them in real-world spaces. When we create deliberate practice opportunities, scaffolded by instructor modeling, guidance, and feedback, students can clearly see what they have learned and what they need to learn next. As self-regulation develops, we can gradually remove the scaffolding. Join colleagues to discuss how to guide students intentionally through deliberate practice, so they gain and retain specific skills and knowledge. Our panelists, Gary Williams (EHS) and Karen Chen (IS), will share their experiences in cultivating deliberate practice and guiding students towards self-regulation and skill proficiency.

THE ADVANCED TOPICS SERIES

Closing the Loop with Rubrics and Test Maps √ §

Tuesday, March 12, 2024 • 12:00 to 1:00 pm • Online via WebEx

To [close the loop](#), you need direct learning data that tells you if (and how well) students have demonstrated the desired learning in an assignment aligned to the course. In this program, we'll explore rubric and test maps, tools that align student learning outcomes to specific criteria and questions. Rubrics and test maps can tell you if—and how well—your students have demonstrated the learning outcomes for your course. In addition to yielding direct learning data, assignment-level maps can help students to integrate learning across assignments and courses and, thereby, clarify their learning purposes. Join colleagues to examine the research

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behind rubrics and test maps, explore how the tools work to provide direct learning data, and consider how they support student-centered learning.

Do the “Devices We Can’t Put Down” Affect Learning? √ §

Michelle Miller: A Book Chapter Discussion

Wednesday, March 27, 2024 • 12:00 to 1:00 pm • Online via WebEx

To optimize our learning experiences during Michelle D. Miller’s presentation next month, we’ll discuss Chapter 5: “The Devices We Can’t Put Down: Smartphones, Laptops, Memory, and Learning,” pp. 171-210, of *Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World* (WVU Press, 2022). A professor of psychological science and President’s Distinguished Teaching Fellow at Northern Arizona University, Miller’s writing is engaging and accessible; she shows how to apply what we know about learning and the brain to teaching. Past FDC programs have explored ways to optimize (or minimize) these devices in the classroom—in this chapter Miller expands our knowledge about how they affect learning and memory and discusses how to minimize their distractions and enhance their affordances.

Michelle D. Miller will be joining the *College Teaching and Learning Science Post-Master’s Certificate Program* and the *FDC* on Wednesday, April 10 at noon to present a virtual session. More details on how to register will be provided when they are available.

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:

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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 PDF Full Text under the descriptive information

INNOVATE and ALIT Mixer: Expanding Networks and Connecting with Potential Collaborators √ §

Tuesday, April 2, 2024 • 12:00 to 1:30 pm • University Center 312

Do you wish you could connect with colleagues and find potential collaborators in other disciplines at UMBC? If so, you will enjoy this opportunity to meet and explore connections in teaching and research with other participants and alumni of the ALIT and INNOVATE certificate programs. This will be a semi-structured engagement in which participants will introduce themselves and their interests to each other in small groups or pairs, responding to prompts designed to help them discover connections and potential collaborations. Potential topics for collaboration might include Hrabowski Innovation Fund or SoTL projects, or collaborations around teaching. Join us to build community and expand your network of colleagues committed to scholarly teaching and learning at UMBC. Lunch will be provided.

Using the Science of Memory to Support Learning √ §

Presentation by Dr. Michelle Miller

Wednesday, April 10, 2024 • 12:00 to 1:15 pm • Online via WebEx

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Modern educators prioritize critical thinking over rote memorization. Yet, can't we pursue both? We're inviting you to join the discussion! We are excited to welcome Dr. Michelle Miller, who will present **"You Must Remember This: Using the Science of Memory to Support Learning in a Wired World."** Dr. Michelle Miller is an author and a Professor of Psychological Sciences and President's Distinguished Teaching Fellow at Northern Arizona University in Flagstaff, Arizona.

Today's faculty tend to steer clear of memory and memorization in their classrooms, preferring to focus on higher-level thinking skills. But do these goals have to be mutually exclusive? New research suggests that teachers really can have it both ways, using research-based techniques to strengthen both what students know and their ability to use that knowledge. Many of these approaches fit particularly well with educational technologies, as well as with newly available AI tools.

This interactive presentation invites teachers to look at memory in a new light, highlighting technologies and techniques that help students build a solid base of knowledge efficiently, quickly, and with a side order of fun. Concepts presented will draw on the presenter's book *Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World* (West Virginia University Press, 2022).

This session is co-sponsored by the College Teaching and Learning Science Program and the Faculty Development Center.

Scholarship of Teaching and Learning Discussion Group √ § Monday, April 15, 2024 • 12:00 to 1:00 pm • Online via WebEx

Many faculty approach a new teaching semester by trying out a different pedagogical technique because they predict the change will improve the teaching and learning experience. *Are you interested in finding out whether a pedagogical change will improve your students' learning?* If so, then join your colleagues for a discussion about any aspect of planning, executing, or publishing a scholarship of teaching and learning (SoTL) project. Prospective and experienced 'SoTLers' are welcome, as we explore a book that can both introduce the SoTL field and offer some of the latest ideas in related research.

In this session, we'll discuss the first two chapters of the recently published book, *SoTL Research Methodologies: A Guide to Conceptualizing and Conducting the Scholarship of Teaching and Learning* by Yeo et al., 2024. We'll focus on Chapter 1, Understanding SoTL, pp. 3-13, and Chapter 2, Developing SoTL Inquiries, pp. 14-34.

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 PDF Full Text under the descriptive information

√ Program counts toward the ALIT certificate

§ Program counts toward the INNOVATE Certificate

© CIRTLL graduate students are invited to attend

THE DIVERSE CLASSROOM SERIES

Religious and Spiritual Identities in the Inclusive Classroom ✓ § **Monday, April 22, 2024 • 12:00 to 1:00 pm • In Person (CWB 118)**

How prepared do you feel to respond if students raise issues of spirituality or religion in your classroom? How and when might it be appropriate to acknowledge diverse spiritualities in the classroom, and how might doing so foster positive teaching and learning experiences? To explore these questions, and others you might have about how students' spiritual/religious identities may show up in your classroom, come to this collaborative session with Matt Hoffman, Assistant Director of Initiatives for Identity, Inclusion, and Belonging (i3b), and Jennifer Mata-McMahon, Associate Professor of Early Childhood Education and Director of the Sherman Center for Early Learning in Urban Communities, facilitated by the FDC. You'll come away with up-to-date information about the diversity in UMBC students' religious identities, resources to support these identities, and strategies for setting boundaries while modeling inclusion in your classroom.

Note that this session is being held **in person** in the Center for Well-Being (CWB; see map) and lunch will be provided. An optional tour of the CWB and its community resources will be offered immediately following the program, from 1-1:30pm. Please RSVP in advance as space is limited.

Bring Your Best Idea: Tapping Into Students' Passion ✓ § **Wednesday, April 24, 2024 • 12:00 to 1:00 pm • Online via WebEx**

Most faculty have heard about it or talked about it. Many have practiced it and some have even researched it. What is it? It is the concept that deliberately making or allowing connections between coursework and students' personal interests has positive downstream effects on students' learning. Whether students feel engaged by pure interest, a sense of belonging, or through practical application, we want to hear your best strategies and experiences with getting your students 'ready to learn' by acknowledging their passions.

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 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.

Experiencing Immigrant Students' Journeys Firsthand: Playing the Board Game "Emerging" ✓ § **(Postponed)** **Monday, April 29, 2024 • 12:00 to 2:00 pm • Engineering 102**

How much do you know about what immigrant students go through to get an education in the US? Were you aware that one in four students in US public schools are part of an immigrant family, and it's closer to 50% in many urban areas? Many of these students experience challenges in K-12 and university settings at the interpersonal level, but also as a result of policies, systems, and norms that are not accommodating. In this session participants will experience these challenges firsthand and learn about the people/systems that can help immigrants to succeed in the US by playing "Emerging," a board game designed by Kerri Evans (Social Work) with funding from a Hrabowski Innovation Fund grant.

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Following game-play, participants will engage in a conversation about the challenges and how we can mitigate them at UMBC, as well as a discussion of gamification and inclusive teaching more generally. More information on the board game, "Emerging: The Educational Journey of Immigrant Students" can be found on CS3's Retrieving the Social Sciences podcast episodes [21](#) and [46](#), or by [registering to attend](#) Dr. Evans' talk as part of the UMBC Department of Education's Research Seminar series on Tuesday, March 6th, 12:00-1:00 pm. Note that this session meets in person in Engineering Room 102 and lunch will be provided. **Please register for this game-playing session only if you are able to attend the entire 2-hour session. If you would like to participate but are unable to attend for two hours, please email Sarah Swatski at swatski1@umbc.edu to be put on the waitlist.**

Faculty Fulbright Accelerator

Tuesday, April 30, 2024 • 12:00 to 1:00 pm • Online via WebEx

Learn about the 2025-2026 [Fulbright U.S. Scholar Program](#) at a virtual workshop for UMBC faculty in all disciplines interested in this prestigious fellowship program, the flagship educational exchange program sponsored by the U.S. Department of State. Fulbright offers opportunities for faculty to teach, conduct research, or carry out professional projects in over 135 different countries.

Dr. Brian Souders, Associate Director of Global Learning in UMBC's Center for Global Engagement, and Fulbright Scholar Liaison, will discuss support for faculty applicants. He will also discuss strategies for preparing strong Fulbright applications, initiating outreach to international host institutions, as well as other advice for interested faculty.

Dr. Sarah Leupen, Principal Lecturer in the Department of Biological Sciences, will share her experiences as a Fulbright Scholar teaching courses and training faculty in evidence-based science pedagogy at Charles University Medical School in the Czech Republic.

This year's application cycle opened in mid-February, and it closes on September 16, 2024.

Active Learning Inquiry Teaching (ALIT) Certificate End of Year Celebration ✓

Thursday, May 2, 2024 • 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.

Innovation for Teaching Effectiveness (INNOVATE) Certificate End of Year Celebration §

Friday, May 3, 2024 • 12:00 to 1:30 pm • Online via WebEx

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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 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.

Faculty Learning Communities End of Year Celebration
Friday, May 10, 2024 • 12:00 to 1:30 pm • HyFlex: University Center 310 and Online via WebEx

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 re-engaging students after the pandemic, teaching in the era of AI, and thinking critically about critical thinking. 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 2024-25. Visit [the FDC website](#) for further information about FLCs. Lunch is provided.

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 ...

- 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/>.

THE 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.