Eighth Annual Provost’s Teaching & Learning Symposium Program

Assessing Student Learning and Teaching in a "Wired" World

Friday, September 27, 2024

9:00-9:30 a.m. Breakfast with the Deans UC Ballroom

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

* Dana Burr Bradley, Dean, Erickson School of Aging Studies
* Stephen Freeland, Interim Vice Provost and Dean, Undergraduate Academic Affairs
* Kathleen Hoffman, Associate Dean, College of Natural and Mathematical Sciences
* Anupam Joshi, Acting Dean, College of Engineering and Information Technology
* Kimberly R. Moffitt, Dean, College of Arts, Humanities, and Social Sciences

9:40-10:00 a.m. Welcome & Announcements UC Ballroom

* Kerrie Kephart, Interim Director, Faculty Development Center

10:00-11:30 a.m. Posters, Demos, & Themed Interactive

 Exploration Spaces

# Ports of Possibility: Navigating Innovations in

# Teaching, Learning, and Assessment Poster/Demo Session UC Ballroom

1. Empowering Lifelong Learning: Integrating Microcredentials in Community Leadership Skills Courses at UMBC, Joby Taylor (Shriver Center), Sally Scott (Community Leadership Graduate Programs), and Collin Sullivan (Extended Studies, Division of Professional Studies).
2. Improvement of Quantitative Reasoning Skills in Transfer and Direct Entry Students Exposed to Cell Biology Modules, Hannah Pie (Biology, Howard Community College), Sarah Leupen (Biological Sciences), Kathleen Hoffman (Mathematics and Statistics), Tory Williams (Research Protections and Compliance), Michelle Starz-Gaiano (Biological Sciences), William LaCourse (Natural and Mathematical Sciences), Jeff Leips (Biological Sciences), and Patti Turner (Retired from Howard Community College)
3. Assessing the Impacts of An Interventional Proof-Writing Course, Kathleen Hoffman (Mathematics and Statistics), Tory Williams (Research Protections and Compliance), Justin T. Webster (Mathematics and Statistics), Jennifer M. Harrison (Faculty Development Center), and Kalman Nanes (Mathematics and Statistics)
4. Retrieving the Social Sciences: Expanding Students’ Engagement with Science Communication and Public Outreach, Christine Mallinson (Language, Literacy & Culture and Center for Social Science Scholarship), Felipe Filomeno (Political Science and Center for Social Science Scholarship), and Ian G. Anson (Political Science and Center for Social Science Scholarship)
5. Pilot Course: Experimental Archaeology of the Global Antique and Premodern Eras, Molly Jones-Lewis (Ancient Studies) and Lindsay Johnson (Music) **[DEMO]**
6. Gamification in the Classroom: Building Empathy for Immigrant Students, Kerri Evans (Social Work) **[DEMO]**
7. Leveraging Innovative UIA Lab Resources to Enhance Student Achievement at UMBC, Ronita Walker (Undergraduate Academic Affairs) **[DEMO]**
8. Supporting Student Learning with Digital Accessibility, Mariann Hawken and Josh Abrams (Instructional Technology)
9. Enhancing Accessibility with Anthology Ally, Josh Abrams (Instructional Technology) **[DEMO]**
10. *A Decade of BPC: Analyzing Enrollment, Retention, and Graduation Trends for URG and Women Completing Multidisciplinary Computing Coursework*, Mark Berczynski (Engineering and Computing Education Program) and Carolyn Seaman (Information Systems and Center for Women in Technology)
11. Video Games, Digital Storytelling, & Self-Efficacy, Mark Berczynski (Engineering and Computing Education Program), Sarah Jewett (Provost’s Office), and Jamie Gillan (English at Montgomery College) **[DEMO]**
12. Increasing Teaching Efficacy in Engineering Graduate Students through the Development and Facilitation of Summer MHS STEM Experience, Jamie Gurganus (Engineering and Computing Education Program), Neha Raikar (Chemical, Biochemical, and Environmental Engineering), Yarazeth Medina (Graduate School), and Michael M. Malschützky (Centre for Teaching Development and Innovation at Hochschule Bonn-Rhein-Sieg, Germany)
13. *Resource Sharing and Engagement: A Cross-Campus Approach to Enhancing Student and Researcher Access to Biomedical Data*, Brianna Hughes (Albin O. Kuhn Library), Jasmine Shumaker (Albin O. Kuhn Library), Eric Stokan (Political Science), and Semhar Yohannes (Albin O. Kuhn Library)
14. Living Reminiscences of Al Andalus: A Cross-Cultural Communication Experience through a Faculty Led Study Abroad (FLSA) Program in Morocco and Spain - Summer 2024, Elisabeth Arévalo-Guerrero and Samir El Omari (Modern Languages, Linguistics, and Intercultural Communication)
15. Face It and Embrace It! Teaching in the Era of AI (Artificial Intelligence): A Faculty Learning Community Experience in 2023-2024, Elisabeth Arévalo-Guerrero (Modern Languages, Linguistics, and Intercultural Communication), Karen Chen (Information Systems), Nandita Dasgupta (Economics), Abhijit Dutt (Computer Science and Electrical Engineering), Shin Yon Kim (Asian Studies), Jeffrey Robinson (Translational Life Science Technology), Aharona Rosenthal (Judaic Studies), Bill Ryan (Information Systems), and Craig Saper (Language, Literacy, and Culture)
16. Go Ahead - Use AI! Rubrics for Grading Assignments that Explicitly allow Students to use GenAI, M. Nicole Belfiore (Social Work) and M. Ali Yousuf (Computer Science and Electrical Engineering)
17. AI Tools to Make Class Activities More Inclusive and Accessible for Students with Learning Challenges, M. Ali Yousuf (Computer Science and Electrical Engineering), M. Nicole Belfiore (Social Work), and Akbar Ali (Medicine, Marshall University)
18. Generative AI in the Classroom: Introducing Students and Faculty to ChatGPT, John Schumacher (Sociology, Anthropology, and Public Health)
19. Course Planning with Machine Learning, Ergun Simsek (Computer Science and Electrical Engineering)
20. Interdisciplinary Educational Training to Improve Students' Audio Deepfake Discernment, Nehal Naqvi (Political Science), Noshaba Nasir Bhalli (Information Systems), Chloe Evered (Linguistics, Georgetown University), Christine Mallinson (Language, Literacy, and Culture), and Vandana Janeja (Information Systems)
21. Increasing Visual Literacy with Collaborative Foraging, Annotation, Curation, and Critique, Rebecca Williams (Computer Science and Electrical Engineering)
22. Promote Quantum Cryptography for Undergraduates and Graduates: An Active Learning Approach, Lei Zhang (Information Systems)
23. Assessment of Video-Based Bonus Problems on Students' Learning of Heat Transfer, Liang Zhu (Mechanical Engineering)
24. Bait & Switch: Using Extra Credit to Induce Students’ Intrinsic Motivation, Josh Abrams (Instructional Technology), Suzanne Braunschweig (Geography and Environmental Systems), John Fritz (Instructional Technology), and Nancy McAllister (Interdisciplinary Science)
25. Peer Mentoring Program - SDS, Michael Canale (Student Disability Services)
26. Analyzing Factors Affecting Student Success in Public Health Courses, Katie Birger (Sociology, Anthropology, and Public Health)
27. UMBC's Academic Advocacy Programs Increase Student Retention and Graduation, Delana Gregg and Amanda Sharp (Academic Success Center)
28. Exploring Contributing Factors to Undergraduate and Graduate Student Sense of Belonging, Mary Ellen Wade (Student Affairs)

# Bridges to Belonging: Building Inclusive Excellence UC 310

1. Connecting to Students’ Personal Histories & Disability-Sustaining Pedagogy, Amy Tondreau (Education)
2. CourseArc, Ben Amudzi (Instructional Technology)
3. Culture Bags, Tory Williams (Research Protections and Compliance)
4. Inclusive Syllabus, Eric Stokan (Political Science)
5. Name Tents, Maria Sanchez (Engineering and Computing Education Program)
6. Social Identity Wheel, FDC Staff (Faculty Development Center)
7. Story Circles, Lauren Edwards (Public Policy)

# Expeditions to Uncover Learning:

# Mapping UMBC’s Mission and Vision UC 312

Join your colleagues to explore UMBC’s curriculum, discover common ground across disciplines, and identify “hidden” learning outcomes. Faculty and staff experts will guide you through our live mapping experience, including:

1. Mission Guides, Peggy Re (Provost’s Office & VART) and Elisabeth Arevalo-Guerrero (MLLI)
2. Alignment Support, Collin Sullivan (DPS)
3. Think-Pair-Share Matching, Eileen O’Brien (PSYC & CTLS)
4. Next Steps Questions, Nancy Kusmaul (SOWK & Faculty Senate President)
5. Undergraduate and Graduate Key Guide, Cheryl North (EDUC)
6. Guide for the Functional Competencies, Diane Alonso (PSYC)
7. Graduate Mapping Guide, Anita Komlodi (IS)
8. Hidden Outcome Guide: Social Justice & Inclusive Excellence, Vickie Williams (EDUC)
9. Hidden Outcome Guide: Global Learning, David DiMaria and Katie Heird (CGE)
10. Hidden Outcome Guide: Community Engagement, Lori Hardesty and Emily Passera (SHRIVER)

11:30-11:45 a.m. Lunch Available UC Ballroom

11:45 a.m.-12:00 p.m. Remarks and Introductions UC Ballroom

* Ana Oskoz, Vice Provost for Faculty Affairs
* Kerrie Kephart, Interim Director, Faculty Development Center

12:00-1:30 p.m. Keynote Presentation UC Ballroom

Effective, Engaging Teaching in a Wired World: Using the Science of Memory to Promote Deep Learning

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 keynote address invites faculty 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. Participants will have the opportunity to engage in a structured question and answer session as part of the keynote.

Dr. Michelle Miller is a cognitive psychologist, researcher, and speaker focused on supporting higher education faculty in creating effective and engaging learning experiences for students. She is the author of Minds Online: Teaching Effectively with Technology (Harvard University Press, 2014), Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World (West Virginia University Press, 2022), and a new book forthcoming in Fall 2024, A Teacher’s Guide to Learning Student Names: Why You Should, Why It’s Hard, How You Can (University of Oklahoma Press). Dr. Miller is a Professor of Psychological Sciences and President’s Distinguished Teaching Fellow at Northern Arizona University.

1:30-1:45 p.m. Closing Remarks UC Ballroom