

Pew FTLC 2009 FALL TEACHING CONFERENCE

PLENARY SESSIONS

PLENARY SESSION I: “The Evolving Landscape of Teaching and Learning at Grand Valley”

PRESENTERS: Susan Edwards, Finance Department, Seidman College of Business
Peter Riemersma, Department of Geology

PLENARY SESSION II: “Building the James Madison University Learning Community. . . One Student at a Time”

PRESENTER: Carol Hurney, James Madison University

WORKSHOPS

PRESENTER: Samantha Andrus-Henry, School of Communications
TITLE: “Working Together: Teaching Group Work Skills in the Classroom”

Abstract

To get successful, effective group work happening in the classroom, not only as pedagogy, but also as an outcome that can be assessed, students need certain skills. How and/or where do students gain these skills? Teachers must teach students how to work in groups, because group work is content, intent, participant, audience, context specific, as well as based on Emotional IQ and non-verbal communication. This active, hands-on, collaborative presentation, based on Emotional IQ, Edward de Bono’s 6 Thinking Hats, and Richard Dunsing’s group work research, will present skills and techniques for teaching students how to work in groups, addresses three dysfunctional group issues (control, competition, and slacking), and discusses group work assessment.

PRESENTERS: Debra Burg, Biomedical Sciences
Amanda Propst Cuevas, CLAS Academic Advising Center

TITLE: “Appreciative Advising: Come & Join the Revolution”

Abstract

While the research literature extensively suggests that faculty advising plays a key role in student persistence and success, most faculty have never received formal training in advising (Bloom, Propst Cuevas, Hall & Evans, 2007). This interactive and engaging workshop is specifically designed to provide a framework for optimizing faculty advisor interactions with students through a revolutionary and successfully proven academic advising approach called Appreciative Advising. Participants will effectively learn the six phases of Appreciative Advising and immediately put them into practice.

PRESENTERS: Barbara Roos, School of Communications
Diane Maodush-Pitzer, Liberal Studies Department
Gilda Povolo, Liberal Studies Department
Rachel Peterson, Liberal Studies Department
Kirsten Bartels, Liberal Studies Department
Christine Drewel, Liberal Studies Department
Josh Sleutel, Student, Liberal Studies Major, LSSO Officer, LGBT Intern

TITLE: "Cultivating Learning Communities: Grand Valley Past, Present and Future"

Abstract

Presenters in this session will create dialogue with the audience, though sharing personal narratives about how each has, through their combined (75 +) years of teaching and learning experiences at Grand Valley, created a variety of learning communities. These include stories from William James College, Liberal Studies majors and student organization, online classes, Traverse City and non-GVSU teaching endeavors, and cultivating vibrant classroom environments. Attendees of this session will gain a better understanding of how GVSU's unique and varied culture supports and maintains many learning communities as they participate with the presenters in meaningful dialogue about the topic.

PRESENTER: Cynthia A. Grapczynski, College of Health Professions

TITLE: "Enhancing Students' Intellectual Engagement in Learning"

Abstract

This workshop focuses on the task of keeping students effectively engaged in the classroom learning process. The workshop will focus on activities designed to encourage students to think independently, reason logically, and engage in meaningful discussion at their highest level. The use of specific critical thinking skills will be presented, along with the important element of student self-assessment for metacognitive skill development.

PRESENTER: Lisa Hickman, Department of Sociology

TITLE: “Discussion in the Classroom: Considering the student perspective”

Abstract

This workshop will present findings from a study conducted here at GVSU in the classroom that assessed student perception of the value of classroom discussion (both small and large group). We will consider what the literature says as well as what students say about discussion and then workshop participants will have the opportunity to assess how discussion can be used in their own classrooms in meaningful ways.

PRESENTER: Gary Klingler, Mathematics Department

TITLE: “Student-Centered Instruction that Leads to Student Engagement and Learning”

Abstract

Grand Valley is known for excellence in student-centered teaching and learning”. This statement on GVSU’s homepage always has troubled me in reflecting on my teaching. During my sabbatical semester (Winter 2008), instructional materials as well as classroom policies and procedures for MTH 110 were developed along learner-centered teaching principles. Come hear how students responded and how the instructor survived implementation during the 2008-09 academic year. Come also prepared to share your understandings of and personal experiences with student or learner-centered instruction.

PRESENTER: Loretta Konecki, College of Education

TITLE: “Reflections on 24 Years of Evolving as a Professor at GVSU”

Abstract

Participants will have an opportunity to share their own experiences as well as hear ideas on how GVSU has changed its delivery of instruction, our relationships with students, students’ responsibility for their own learning, and use of choice and flexible groups to differentiate instruction.

PRESENTERS: Colleen Bailey, Coordinator for Residence Education
Michelle Burke, Associate Director of Student Life
Natalie Wagner, Assistant Director of Housing & Residence Life

TITLE: “Academics Beyond the Classroom: Connecting to the Co-Curriculum in Intentional and Meaningful Ways.”

Abstract

More research than ever before is highlighting the correlation between positive trends in retention and students’ positive on-campus experiences in and out of the classroom. Staff in the Division of Student Services have spent the last few years developing programming that will complement the rigorous classroom learning taking place at GVSU. The Learning Outcome based programming model used in the Division helps students and faculty make the most of co-curricular experiences available at Grand Valley. The programming model focuses around UniLOA Domains (University Learning Outcomes Assessment), and LEAP Learning Outcomes (Liberal Education and America’s Promise). At the core of this model is connecting students’ classroom learning with out-of-class experiences.

The goal with this new collaborative model is to provide students with a learning environment outside of the classroom that complements what they learn inside the classroom. Delivery of a seamless learning environment has been proven to enhance a student’s learning experience at any level of schooling. Learning Reconsidered (2004), a transformative document produced by The American College Personnel Association and The National Association of Student Personnel Administrators, says, “We no longer believe that learning is the passive corollary of teaching, or that students do, or should, simply absorb material presented in lectures and textbooks” (p. 3). The model encourages faculty to partner with Student Services staff to develop programming and service opportunities that enhance what students are doing in the classroom. Learning Reconsidered (2004) also states, “Student learning produces both educational and developmental outcomes; as King and Baxter Magolda (1996) have asserted, ‘A successful educational experience simultaneously increases cognitive understanding and a sense of personal maturity and interpersonal effectiveness’ (p. 163-4). Baxter Magolda (1999) emphasizes, ‘Our vision of learning assumes that distinctions among terms such as personal development, student development, and learning are meaningless, if not destructive,’ and therefore proposes the ‘...integration of all domains of learning and involvement of all educators, regardless of their campus role’ (p. 39)” (pp. 3).

The presentation will include a discussion of research statistics which support the Division’s Academics Beyond the Classroom program plan, and after presenting the plan, brainstorming with faculty about how staff can partner

with faculty to provide a holistic (and beneficial) college experience to GVSU students.

PRESENTERS: Emily Frigo, University Libraries
Mary O'Kelly, University Libraries
Jodi Tyron, University Libraries

TITLE: “ ‘How do I know what I don't know?': Helping Students become more Information Literate”

Abstract

Can you articulate how your students meet the University's goal of creating information literate citizens? How do you instill these skills given the constraints and requirements already imposed upon a busy class? Attend our workshop and learn strategies to bridge the disconnect between how we expect students to use information and how they actually use it. This librarian-lead workshop will help you define information literacy as it pertains to your discipline and demonstrate how it maps to a broad curriculum. We will help you and your colleagues apply information literacy competencies to your existing course activities in this interactive, hands-on session.

Teaching students information literacy skills gives them the tools they need to become successful both academically and beyond. Students are better able to persist when provided with this sort of academic support.

PRESENTERS: Kurt Ellenberger, Pew FTLC/Honors College
Catherine Frerichs, Writing Department
Diana Pace, Dean of Students Office
Tamara Rosier, Pew FTLC

TITLE: “Results of a GVSU 2009 Student Focus Group Study on Students’ Expectations”

Abstract

A focus group study was conducted during Winter, 2009 to examine how GVSU students think about learning. Ninety-five students participated. This session will examine the results of that study. Participants can expect to gain a better understanding of what students expect of faculty and what they expect of themselves. Students’ attitudes about a liberal education will also be presented. Results of the study will be compared to a similar study conducted in 2004 with an examination of how students’ attitudes have changed in five years. Participants will have a chance to discuss results.

PRESENTER: Valerie V. Peterson, School of Communications

TITLE: “Grading Tactics”

Abstract

Teaching well at Grand Valley requires grading well. “Grading well” means differentiating legitimately between those students who are better and those who are worse, those whose performances that are stronger and those that are weaker, and/or those whose intellects that are greater and those that are lesser. Grading well also means making assessments in a reasonable span of time, artfully handling unforeseen events, and choreographing grades throughout the semester and at the end of the semester in such a way that both students and professors know adequately where matters stand.

This workshop addresses issues of grading. In it, rigorous grading will be encouraged, and ideas for effective grading will be discussed. Workshop participants can expect to learn various tactics of how to grade papers and tests, how to choreograph graded work across the semester, and how to deal with grade-related difficulties such as challenges or emergencies.

PRESENTERS: Susan Mendoza, Integrative Learning
Maureen Wolverton, Liberal Studies

TITLE: “Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation.”

Abstract

Drawing on the work of Laura Rendón, workshop leaders will present seven entrenched “agreements” (basic assumptions) that act against wholeness and the appreciation of truth in all forms, and will then suggest ways to challenge these agreements. Finally, participants will be asked to examine how they might incorporate sentipensante pedagogy in their own classrooms.

PRESENTERS: John Farris, School of Engineering
Paul Lane, Marketing Department, Seidman College of Business
John Rumer, Marketing Department, Seidman College of Business

TITLE: “ ‘Idea Pitch’ Across Disciplines and Cultures: Helping Students Learn To Market Themselves and Their Ideas.”

Abstract

“Idea Pitch,” a technique to engage you and your students in thinking in new ways, helping them to promote themselves and their disciplines. Can you tell people in 90 seconds about your latest research project, leaving them asking for more? This is a hands-on, do-it-yourself workshop with all the material you need to create an engaging and challenging class period.
