Reminder: Pew FTLC Grant Program Refresh

The Pew FTLC Grant Program is committed to supporting teaching and learning at GVSU by encouraging innovation and growth in a variety of ways and levels of engagement.

- The Faculty Conference Travel Grant provides up to $700 to defray the cost of attending teaching-related conferences, with or without presenting.
- The Webinar Facilitation Grant provides up to $500 for a faculty member to facilitate an onsite group webinar viewing and discussion on a specific teaching and learning related topic.
- The Teaching Circle Facilitation Grant provides up to $500 for a faculty member who facilitates a semester-long faculty dialogue around a particular teaching and learning related book/article.
- The Sponsored Teaching and Learning Event Grant supports faculty attendance at specific vetted teaching and learning related workshops, institutes and conferences.
- The Faculty Learning Community Participation Grant provides faculty stipends ($100/semester) to those faculty interested in engaging in a sustained conversation and producing a specific outcome around a teaching and learning topic of special interest.
- Finally, the Teaching Innovation Grant is a competitive grant providing up to $9000 to support faculty in pursuing innovative projects that enhance teaching and learning. The funds may be used to host master teacher/consultant residencies, pay student workers, purchase equipment, travel, cover workshop fees, and other expenses directly related to the innovative activity.

TABLE OF CONTENTS

- Reminder: Pew FTLC Grant Program Refresh
- Teaching Strategies & General Education Skills Goals
- Winter 2016 Teaching Circle Opportunities
- Online Professional Development Resource
For more detailed information, check out the [Grant Program page](#) on the FTLC website.

## Teaching Strategies & General Education Skills Goals

This series of workshops is designed especially for faculty teaching General Education Issues courses. Of course, all faculty are welcome to attend. This series will be repeated – and expanded upon – during the week of January 4th.

Each of these sessions will (a) provide concrete suggestions on four critical aspects of the topic at hand, (b) provide handouts and sample assignments for each aspect, and (c) allow ample time for discussion and sharing of your successes and challenges. Participants will be sent a link to a 20 min. video presentation to watch in advance of the session. Feel free to attend one or all. Please register through [Sprout](#).

If you have any questions, please contact the session facilitator: Christine Rener, Pew FTLC.

### Critical and Creative Thinking

- **Wednesday, December 16, noon - 1 pm** 119E DEV
- **Thursday, December 17, noon - 1 pm** 3068 JHZ

### Collaboration

- **Wednesday, December 16, 1 - 2 pm** 119E DEV
- **Thursday, December 17, 1 - 2 pm** 3068 JHZ

### Problem Solving

- **Wednesday, December 16, 2 - 3 pm** 119E DEV
- **Thursday, December 17, 2 - 3 pm** 3068 JHZ

## SESSION DESCRIPTIONS

### Critical and Creative Thinking

Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.

This session will address:

- Developing a common vocabulary with your students to describe critical and creative thinking
- Designing assignments that allow students to practice critical and creative thinking
- Advancing students’ thinking skills
- Making critical and creative thinking visible via engaging online threaded discussions

### Collaboration

Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives learned
through structured activities that occur over a significant period of time.

This session will address:

- Designing meaningful assignments that truly require collaboration
- Ways to assign students to groups
- Helping students become effective group members
- Using document sharing tools to help students collaborate

**Problem Solving**

Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.

This session will address:

- Engaging students in a question or problem
- Scaffolding the process of inquiry and investigation
- Helping students evaluate and justify their results
- Crafting opportunities for students communication their findings

**Winter 2016 Teaching Circle Opportunities**

Please email the facilitator to express your interest.

**Data Visualization**

Dates/ Times TBD

Co-Facilitators: **Whitt Kilburn**, Political Science, and **Gerald Shoultz**, Statistics

We will study contemporary theory and practice in data visualization, and identify strategies to teach these ideas to undergraduates. The selected book, *Graphical Data Analysis with R* by Antony Unwin, applies techniques of data visualization in the statistical software application, R. The software is a foundation of data visualization by Amanda Cox at *The New York Times*, who will visit the Grand Valley campus in March. Teaching Circle participants will receive a copy of the book. The Data Inquiry Lab will hold introductory workshops at the beginning of the Winter 2016 semester on using R for faculty unfamiliar with it.

**Never Send a Human to do a Machine's Job: Correcting the Top 5 EdTech Mistakes**

Proposed Dates: 1/19, 2/9, 3/1, 3/29, from 12-1:30pm, DeVos Center

Facilitators: **Erica Hamilton**, College of Education - Leadership and Learning

According to the book’s authors, “technology has transformed our lives, and virtually every school and classroom is connected. Why then, has it not transformed education?” In response to this question, this Teaching Circle seeks to facilitate conversation and learning
regarding educational technology and how it can best be utilized to enhance teaching and learning. Through reading and discussing this book, participants will have opportunities to consider (and re-consider) pedagogy and practice as well as share examples and ideas. Conversations will be aimed at further developing participants' understanding of how/when to use technology to improve student learning outcomes.

**Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians**

Dates/Times TBD

Facilitators: Ashley Rosener, University Libraries

Through this Teaching Circle, participants will learn about threshold concepts, specifically information literacy threshold concepts. Participants will discover how to create (or edit existing) lesson plans that use information literacy threshold concepts as their foundations through looking at examples created by other librarians as exhibited in the book. Participants will explore how information literacy threshold concepts (in relation to the new ACRL Framework for Information Literacy for Higher Education) relate to the Information Literacy Competency Standards for Higher Education. Participants will use this Teaching Circle to explore new teaching strategies and lessons and share their experiences implementing them in the classroom. Participants will learn from each other in this space with the intent of growing as teachers of information literacy.

**Online Professional Development Resource**

The 20 Minute Mentor Commons is a growing library of video-based programs to help you address teaching opportunities and challenges. They offer fast and focused solutions to common classroom challenges in just 20 minutes. Each video is accompanied by PDF handouts and a transcript.

Some recommended student engagement topics include:

- How do I create engaging threaded discussion questions?
- What kinds of questions encourage student interaction?
- How can I reduce student apathy and increase motivation?
- How do I include introverts in class discussion?

Follow this link for a PDF catalog of the most popular 20-Minute Mentor Commons programs and to a listing of all programs, sorted by category, with direct links to each one.

To activate your 20 Minute Mentor Commons subscription, contact us at ftlc@gvsu.edu and we will send you the GVSU activation code.