

# 25<sup>th</sup> ANNUAL CONFERENCE ON TEACHING AND LEARNING

August 21, 2019

Eberhard Conference Center  
Robert C. Pew Grand Rapids  
Campus

## DIRECTOR'S WELCOME

I am delighted to welcome you to this very special 25th Annual Fall Conference on Teaching and Learning. As you will learn during the keynote presentation, Dr. Hanna-Attisha's work serve as a timely and impactful example of the application of skills and knowledge associated with a liberal education. How can we help our students strengthen their understanding of the connections among their course work and the "real world" and provide encouragement and motivation for students to engage in their communities in an informed, actionable way? How can we as faculty and staff explicate the value of a liberal education and engage with our students to address the issues in our own communities and beyond? These types of questions certainly raise additional avenues of inquiry that we invite you to engage with during the coming academic year.

In alignment with the Conference keynote, this year's program will include contributions from the Making Waves Initiative (<https://www.gvsu.edu/makingwaves/>) that will be making a big splash on campus this fall. Twelve faculty-led concurrent sessions highlight innovative approaches to teaching and will model cutting edge pedagogies. We invite you to participate in one of the sessions. Acknowledging that you may be interested in multiple topics, we will be sharing session materials and resources and materials on the Fall Conference website. As is tradition, we have chosen a selection of recently published books to raffle during the conference. These titles have also been added to the Pew FTLC library; you are welcome to stop by our office (068 JHZ) and check them out.

As I begin my 10th year at GVSU, let me close by extending my deep gratitude to all of you for making this university an extraordinary place. Your commitment to our students, to the campus community, and to your continued commitment to your own learning (...and growth, collaboration, experimentation, renewal) has made my work in the Pew FTLC a rewarding and humbling endeavor. As I put at the bottom of all of my own syllabi: I look forward to learning with and from you this year.

## KEYNOTE SPEAKER



**Mona Hanna-Attisha, M.D.**  
Director of Pediatric Residency  
Hurley Medical Center  
Author of *What the Eyes Don't See*

First generation Iraqi immigrant and Detroit-raised pediatrician Mona Hanna-Attisha is the whistleblower who exposed the dangerous levels of lead in Flint, Michigan's drinking water after testing blood lead levels in its children. Mona announced her research findings to the national press and then took further action, including

founding the Flint Child Health and Development Fund, which has raised millions of dollars to date.

She is a physician, scientist, and public health activist. She has been awarded the Freedom of Expression Courage Award from PEN America, named to the Time 100, and called to testify before the United States Congress. She is also the founder and director of the Pediatric Public Health Initiative, a model program to mitigate the impact of the Flint water crisis so that all Flint children grow up healthy and strong.

Dr. Hanna-Attisha received her bachelor's and Master of Public Health degrees from the University of Michigan and her medical degree from Michigan State University College of Human Medicine. She completed her residency at Children's Hospital of Michigan in Detroit, where she was chief resident. She is currently an associate professor of pediatrics and human development at MSU College of Human Medicine.

She is the author of the widely-acclaimed and bestselling book, *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*.

# CONFERENCE SCHEDULE

TIME	DESCRIPTION	LOCATION
8 – 8:30am	Continental Breakfast	
8:30 – 9am	Conference Welcome	EC 215
9 – 11am	Keynote, Q&A, Book Signing	EC 215
11:15am – 12:15pm	Faculty-led Concurrent Sessions	See pages 2-5
12:15 – 1:15pm	Lunch	

## CONCURRENT SESSIONS

### **How to Write (and Publish) a Great Teaching Case: “The Flint Water Crisis”**

*Nancy Levenburg and Marie McKendall, Management*

EC 310

As events surrounding the Flint water crisis began to unfold, Professors Levenburg and McKendall began to wonder, what had gone so wrong? What dysfunctions and conditions in federal and state organizations led to flawed decision making with such catastrophic outcomes? And how could this be transformed into a teachable moment for students? This session traces our process of researching, writing and publishing “The Flint Water Crisis,” which is being distributed through Harvard Business Publishing, including case writing tips.

Participant outcomes will include: understanding differences between teaching cases and research cases, selecting a good topic, establishing teaching and learning objectives, gathering information (primary and secondary sources), structuring the case, establishing a “hook,” writing, language and lay-out suggestions, creating challenging discussion questions (and sample answers), writing an epilogue (if applicable), test-teaching the case, and publishing outlets and suggestions for working with reviewers/editors. Resources for faculty members who are interested in writing and publishing a teaching case will also be provided.

### **Drip, Drip, Drop: Making Impacts by Supporting Graduate Students**

*Jamie Langlois, Social Work*

EC 311

Graduate Students want to engage in work that matters while being supported in their competency development. Faculty can support students by allowing them to identify community organizations or projects that fulfill course learning objectives. This workshop will briefly describe how a social work capstone course shifted toward student-lead community engaged work, the framework that informs the change, and the promising research results. Attendees will work together to consider how you can make your curriculum more engaging. Bring a syllabus.

After attending this session, participants will be able to : (a) identify how tapping into students’ intrinsic motivation encourages ownership of learning, (b) identify one way to transfer ownership of learning to students in their course, and (c) identify at least one community-engaged project/activity that can meet their course objective(s).

## CONCURRENT SESSIONS *(continued)*

### **Using Storytelling in Teaching**

*Kelly Margot, Mary Bair, David Bair, Rui Niu-Cooper, and Nagnon Diarrassouba, College of Education*  
EC 316

In this session, we argue that the acts of crafting and telling a story have the potential to illuminate our lives and build relationships. We describe the storytelling cycle, consisting of the identification of a prompt, the crafting of a story, the telling of the story, the giving of feedback, and the reflection upon the experience. Finally, we will offer prompts and guidelines for storytelling, and invite the audience members to brainstorm ways storytelling can be used in their classrooms and workplace. This interactive, shared presentation format parallels our faculty learning community gatherings. This will create a more authentic setting for the topic under consideration, and serve to both inform about and exemplify storytelling as a tool for professional development.

### **Controversial Issues in the News and the Classroom**

*Donald Zinman, Political Science*  
EC 410

This simulation activity will explore how we address highly controversial issues that unpredictably surface in the news cycle. Controversial issues often surface spontaneously in the classroom. The news cycle and current events can make it impossible to ignore polarizing issues that are right in front of us. This session will provide participants with: (a) best practices for classroom conversation over controversial issues, (b) strategies for how to move conversation from an emotion-centered to an argument-centered approach, and (c) an appreciation for the various ways in which controversial issues are handled across different academic disciplines.

### **Improving Communication Skills in Healthcare Provider Education**

*Paul Christensen and Martina Reinhold, Physician Assistant Studies*  
EC 512

Training student providers in the art of communication is mostly passive and assumed to occur by observing mentors in clinical rotations. This learning can be highly variable depending on the skill and training of clinical mentors. A more intentional approach to teaching these skills is needed. Simulation facilitates learning in a safe environment with observation and feedback. This session describes a new approach to instruct students in the art of high-stakes emotional conversations using simulation with trained actors. Participants in this concurrent session can expect to learn about the teaching methods presented during an April, 2019 Vital Talk model (<https://www.vitaltalk.org/>) seminar. The session format will include demonstration/video, role play, and review of data collected. We will engage the audience in discussion of future plans to apply these methods in the healthcare professional curriculum.

### **Pathway to Engagement: A Report from the Institute on Project-Based Learning**

*Erik Kennedy, Marketing, Ellen Adams, Honors College, and Santos Ramos, Integrative, Religious, and Intercultural Studies*  
EC 514

Nine GVSU faculty members from Seidman and Brooks College participated in the 2019 Institute on Project-Based Learning at Worcester Polytechnic Institute. Since 1970, WPI has featured project-based education that asks students to tackle authentic, open-ended projects under faculty guidance. In the process, they master critical thinking, sharpen research skills, fine-tune written and oral communication skills, and connect the curriculum to local and global issues. This session will report on the institute and suggest ways for PBL to be implemented here.

And because the nine GVSU participants represent seven academic units, the presenters will be able to report on what they learned and how they plan to integrate, or further integrate, PBL into a broad range of courses—in the major, in Honors, in General Education, and in both undergraduate and graduate courses—making this session applicable to just about any faculty member.

## CONCURRENT SESSIONS *(continued)*

### **Improving Student Success Through Mastery Grading**

*David Clark, John Golden, Jon Hasenbank, Taylor Short, and Robert Talbert, Mathematics*

EC 510

Mastery grading is an approach to assessment in which student work is graded directly on whether it meets a clear list of objectives. Rather than using points or partial credit, final grades are based on the level of mastery students demonstrate on each objective by the end of the course. Mastery grading emphasizes learning, provides clarity for students, and encourages perseverance and growth mindset. Come learn more about mastery grading and how to get started incorporating mastery grading principles in your classes.

In this session, participants will learn about the basics of mastery grading that apply across disciplines, including common features of all mastery grading systems. The session will consist mainly of an interactive discussion with ample time for questions and answers, with the goal of helping participants learn what they need to start incorporating mastery grading principles in their own classes. Attendees are encouraged to bring a device to access shared documents.

### **These are a Few of our Favorite Things: Using Design Thinking Activities to Situate and Conceptualize Class Content**

*David Coffey, Mathematics, Bart Merkle, Education Leadership & Counseling, and Jody Vogelzang, Allied Health Science*

EC 414

Design Thinking is a problem-solving approach that can be used in its entirety, or broken into distinct sections to teach class content. This session will highlight tried and true teaching activities that situate, empathize, generate ideas, and prototype possible solutions while reinforcing learning objectives. Upon completion of this session, participants will be able to: (a) summarize the Design Thinking process, (b) apply session activities to their particular classes, and (c) predict the impact of these activities on student learning.

### **Making a Splash in Courses Across the Curriculum: Interdisciplinary Approaches to Water through Course Activities and Projects**

*Kathryn Remlinger, English, Kirsten Strom, Visual and Media Arts, Hannah Seidel, Music, Theatre, and Dance, and Mark Gleason, Hospitality and Tourism Management*

EC 411

In this interactive session, participants will learn how faculty from a range of disciplines are incorporating water in their courses. Following the presentation of activities and projects, participants will break into small groups and apply the Innovator's Compass to draft their own water-themed activity or project. Participants will then share their drafts with all session participants. The Innovator's Compass is a Design Thinking method for generating ideas and developing activities and projects. This session is part of the Making Waves about Water Initiative (MWI) where students, faculty, and staff, across GVSU, will explore and investigate water in its many facets during the 2019-2020 and 2020-2021 academic years.

### **Making a Splash Through Co-Curriculars, Community Engagement, and Service Learning**

*Peter Wampler, Geology, Travis Burton, Civic Learning and Community Engagement, Youssef Darwich, Sustainable Agriculture Project, and Paul Wittenbraker, Visual and Media Arts*

EC 421

Students learn by doing and participating in projects that allow them to use their skills and energy to make a difference. In this interactive session, participants will learn how faculty and staff collaborate to create co-curricular, community engagement, and service learning activities and events. Following the presentation, participants will break into small groups to draft water-themed co-curricular ideas, projects, or activities (IPAs). Participants will share IPAs and talk about next steps for implementing the ideas. This session is part of the Making Waves about Water Initiative (MWI) where students, faculty, and staff, across GVSU, will explore and investigate water in its many facets during the 2019-2020 and 2020-2021 academic years.





# THE ROBERT AND MARY PEW FACULTY TEACHING AND LEARNING CENTER

## Faculty Mentoring Opportunities

The Pew FTLC fully supports faculty in the development of their own mentoring networks. We are excited to announce NEW Faculty-to-Faculty (F2F) Mentoring Programs this year. These include:

- Years 2 through 6 Faculty
- Mid-Career
- Scholarship of Teaching and Learning (SoTL)
- Senior Faculty
- and MORE!

First Year Faculty (FYF) Mentoring Communities remain popular; we are eager to welcome the new faculty to our community through this program.

Visit our Mentoring Communities webpage ([www.gvsu.edu/ftlc/mentoring](http://www.gvsu.edu/ftlc/mentoring)) for a complete list of mentoring groups, descriptions, meeting days/times/locations as well as instructions on how to register.

## Consultations and Class Visits

The Pew FTLC works with faculty members from all disciplines in a variety of ways to improve teaching and to enhance the culture of teaching and learning at GVSU. All faculty are welcome to use our confidential services. Consultations are conducted via email, over the phone, in person and can involve class observations. Broad topics that we routinely address include course planning and design, effective teaching methods, assessment of student learning, and documenting teaching and other professional activities. Request a consultation by emailing us at [pewFTLC@gvsu.edu](mailto:pewFTLC@gvsu.edu).

Make sure you never miss a thing! Follow us on social media to stay up-to-date.



## Faculty Learning Communities

Faculty Learning Communities (FLCs) engage faculty in collaboration and discussion around a teaching and learning topic of mutual interest. These faculty-facilitated groups meet over the course of a semester or year to explore, implement and share new approaches. Most faculty report building relationships that last long after FLC has ended. Visit our Current Faculty Learning Communities webpage ([www.gvsu.edu/ftlc/flcs](http://www.gvsu.edu/ftlc/flcs)) for more information.

## Resources

The Pew FTLC maintains a library of books, journals, and other resources related to teaching and learning. The majority of our holdings are part of the University Libraries catalog. Browsing the library located in 068 James H. Zumberge Hall is encouraged.

In addition to physical materials, we offer a range of electronic resources, including:

- A topical [Teaching Resources](#) section of the Pew FTLC website.
- 24/7 access to video-based programs through the [20 Minute Mentor Commons](#)
- Online courses offered through the [Online Learning Consortium](#)

For additional assistance with accessing these resources, just contact us ([pewFTLC@gvsu.edu](mailto:pewFTLC@gvsu.edu)).