



— ALL
Conference
on Teaching
and Learning

2013

**Changing
Paradigms:**
Engaging
Students in
New Learning
Spaces and
Contemporary
Contexts

NINETEENTH ANNUAL

FALL CONFERENCE ON TEACHING AND LEARNING

AUGUST 21, 2013

PEW FACULTY TEACHING AND LEARNING CENTER

Changing Paradigms: Engaging Students in New Learning Spaces and Contemporary Contexts



From recent scholarly endeavors and our own experiences, our collective understanding of what it means to teach and what it means to learn has changed. For example, from the expanded use of virtual classrooms to the growing body of evidence supporting the benefits of collaborative learning, we are challenged to think in new ways about the role of the teacher and the learner in higher education. Where, when, and how learning takes place in this changing landscape requires the “community of diverse, committed scholars engaged in collaborative, lifelong learning” found at GVSU.

The 19th Annual Fall Conference on Teaching and Learning celebrates the addition of an innovative new learning environment on the Allendale campus - the Mary Idema Pew Library Learning and Information Commons. Come learn about the art of the possible for engaging students in their learning, in new ways, and in these new spaces. Keynote presentations and concurrent sessions led by faculty will highlight:

- Designing learning experiences that foster “deep” learning (higher-order, integrative, and reflective learning)
- Learning environments beyond the traditional classroom
- Fostering peer-to-peer learning and creative collaboration
- Engaging students in the responsible use and creation of information
- Guiding student learning effectively in virtual and face-to-face environments

conference schedule

8:30 - 9:00	Continental Breakfast	Noon - 1	Lunch & Student Panel Mary Idema Pew Library Learning and Information Commons: Student Perspectives on Planning, Purpose, and Potential
9 - 9:30	Conference Welcome Thomas J. Haas, President Gayle Davis, Provost and Vice President for Academic Affairs Christine Rener, Vice Provost for Instructional Development and Innovation		Andrea Czarnota Lauren Davidson Rachel Love Heather Parros
9:30 - 10:30	The Academic Library in 2013: What's It For? Lee Van Orsdel, Dean of University Libraries, Grand Valley State University	1 - 2	Keynote Address: What's Coming: Disruption, Openness, and Social Production David W. Lewis, Dean of the IUPUI University Library and Indiana University, Assistant Vice President for Digital Scholarly Communication
10:45- 11:45	Concurrent Sessions A	2:15 - 3:15	Concurrent Sessions B
		3:25 - 4:15	SWS Orientation

**Faculty may tour the
Mary Idema Pew Library Learning and Information Commons**

**on Thursday, August 22 at
11am, noon, 1pm, 2pm, and 3pm.**

Tours led by Library Faculty

Please register at <http://www.gvsu.edu/seminar/>

concurrent sessions

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10:45-11:45 Concurrent Sessions A

A ONE ROOM 514

138,889 SHEETS OF PAPER BECOME DIGITAL: Conversion to a Digital Portfolio Management System and How It's Changing Our Teaching

A TWO ROOM 310

UNCOMMON LEARNING: Engaging Students in the Learning Commons

A THREE ROOM 414

TALKIN' 'BOUT A REVOLUTION: 'Reacting To The Past' Games as a Way to Engage Students and Link Your Course Content to the General Education Goals

A FOUR ROOM 411

TIPS FOR TEACHING ADULT LEARNERS

A FIVE ROOM 311

TOOLS OF ENGAGEMENT: Resources, Supports, and Connections for Community-Based Teaching and Research

A SIX ROOM 410

RANDOMIZING NURSING STUDENTS INTO A FLIPPED EXPERIENCE

A SEVEN ROOM 316

BUILDING EXPERIENTIAL ASSIGNMENTS FOR STUDY ABROAD

A EIGHT ROOM 317

LEARNING TOGETHER: Best Practices in Designing a Collaborative Research Assignment

A NINE ROOM 515

FOSTERING COLLABORATION, ENGAGEMENT, AND FLEXIBILITY: Adding Value to Your Teaching with Open Education Resources

2:15 - 3:15 Concurrent Sessions B

B ONE ROOM 311

ENGAGING LEARNING

B TWO ROOM 410

CLICKERS WITHOUT THE CLICKERS: Using the Web And Students' Personal Devices for Classroom Response

B THREE ROOM 414

CONNECTING SPACES AND CULTURAL PRACTICES: An Interdisciplinary Approach to Teaching and Facilitating Best Practices About the Community Reading Project Text and the Latino Community.

B FOUR ROOM 515

GENDER IDENTITY AND EXPRESSION IN THE CLASSROOM: Creating Inclusive Classroom Climates

B FIVE ROOM 514

ENGAGING UNDERGRADUATE STUDENTS IN SCHOLARSHIP: Research, Teaching, or Service?

B SIX ROOM 317

PEER-TUTORING ACROSS CONTEXTS: From the Writing Center to the Knowledge Market

B SEVEN ROOM 411

GOOGLE DOCS AS A REAL-TIME COLLABORATION PLATFORM FOR ACTIVE LEARNING: Honors Classical World (HNR 211/212)

B EIGHT ROOM 316

RESPONDING TO MID-SEMESTER STUDENT FEEDBACK

3:25- 4:15 ROOM 317

SWS FACULTY ORIENTATION

plenary one

The Academic Library in 2013: What's It For?

Lee Van Orsdel, Dean of University Libraries, Grand Valley State University



Academic libraries are being shaped dramatically and quickly by the multiple and escalating pull of technologies, new social practices and evolving pedagogies. Collections that once were physical are now largely virtual. Behaviors that tended to be quiet and solitary are now often noisy and sociable. Research questions that used to be directed to a librarian at a reference desk may now be directed to Google or Wikipedia on a laptop in Starbucks. Despite the magnitude of change and the seeming diminution of the academic library's traditional place in the university, Grand Valley decided to build a new one. A reasonable person might ask, Why? What's it for? This presentation will suggest a new way to think about how the library can serve the university and its faculty and students in new and meaningful ways. It will also explore the factors that shaped the vision for the new building and suggest new uses for library spaces that may move this university ahead of its peers in terms of student learning and engagement.

plenary two

What's Coming: Disruption, Openness, and Social Production

**David W. Lewis, Dean of the IUPUI University Library and Indiana University,
Assistant Vice President for Digital Scholarly Communication**



Using the lens of Clayton Christensen's disruptive innovation theory the presentation will explore the current state of the university and scholarship and will suggest that the two forces that will drive practice in both teaching and learning and scholarship will be openness and social productivity. The presentation will consider how we might think about MOOCs, Wikipedia, and open textbooks in this light.

concurrent sessions A

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EC 514 A ONE

138,889 SHEETS OF PAPER BECOME DIGITAL: Conversion to a Digital Portfolio Management System and How It's Changing Our Teaching

Dan Royer, Writing
Amy Norkus, Writing
Dauvan Mulally, Writing

Each semester the first-year writing program works with thousands of student drafts, and at the end of the term grades – with a multiple blind reader system – about 1700 student portfolios. For nearly 20 years we managed this work by passing around large stacks of manila folders. Last year the program began using a web-based system for managing both drafts and final portfolios. We developed this web-based management system in house using open-source software. As a consequence, we've discovered that the technology is suggesting (or insisting on) changes to the way we interact with students and their writing. This presentation will begin with a short

overview of our web-based tool and then describe ways that we've adapted our pedagogy (for better or for worse) to leverage (or concede to) the power of the technology. We hope our experiences will provoke a discussion about the reciprocal relation of technology and pedagogy.

A TWO

UNCOMMON LEARNING: Engaging Students in the Learning Commons

Gayle Schaub, University Libraries
Lindy Scripps-Hoekstra, University Libraries

Find out exactly what a “Learning Commons” is and explore the student-centered spaces within the new Library. Liaison librarians Lindy Scripps-Hoekstra and Gayle Schaub discuss the research behind the design of the Learning Commons and ways for your students to engage in this new environment, including a new mobile Library Quest app.

EC 310

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A THREE

**TALKIN' 'BOUT A REVOLUTION:
'Reacting To The Past' Games as a
Way to Engage Students and Link
Your Course Content to the General
Education Goals**

David Eick, Modern Languages and
Literatures

Gretchen Galbraith, History

Reacting to the Past games are taught at over three hundred colleges and universities, in a wide array of disciplines. Assigned roles in crucial flashpoints in the history of ideas – e.g. Machiavelli's Florence, the firestorm over Darwin's "genetic biology" in 1859, India on the eve of independence, or reactions to Title IX in the U.S. in the 1990s – in order to "win," students must do everything we have always tried to get them to do: read and analyze rich texts, master course content, construct and articulate convincing arguments in writing and in public speaking, participate actively, and collaborate. So that you can get a sense of how this pedagogy might work in

your classroom, and what the experience is like for students, during this session you will be immersed in the intellectual, political, and ideological fervor of Revolutionary Paris, in a brief "micro-game" of "Rousseau, Burke, and Revolution in France, 1791."

A FOUR

TIPS FOR TEACHING ADULT LEARNERS

Dana Munk, Pew FTLC and
Movement Science

Adult Learners often seek to further their education as a means to advance in their career or to learn skills necessary to launch into a new profession. Adult learners, unlike traditional aged college students, are often more motivated to learn and have higher expectations of faculty in the classroom. This session will introduce self-determination theory as a means to help faculty more effectively meet the needs of adult learners. Autonomy, mastery, and purpose will be discussed and participants will share ideas for incorporating these motivational concepts into their course materials.

A FIVE

TOOLS OF ENGAGEMENT: Resources, Supports, and Connections for Community-Based Teaching and Research

Ruth Stegeman, Office for Community Engagement

Patty Stow Bolea, Pew FTLC and Social Work

Susan Mendoza, Office of Undergraduate Research and Scholarship

Melanie Shell-Weiss, Liberal Studies

Attend this session to learn about GVSU supports for your community-based teaching and research. Come with questions about how to take your community engagement to the next level. Examine barriers and solutions for your current project or idea, including the challenge of working in diverse communities or with interdisciplinary teams. Perhaps most importantly, connect with colleagues who share your interest in community-based scholarship.

A SIX

RANDOMIZING NURSING STUDENTS INTO A FLIPPED EXPERIENCE

Susan Harrington,
Kirkhof College Of Nursing

Nancy Schoofs,
Kirkhof College Of Nursing

Melodee Vanden Bosch,
Kirkhof College Of Nursing

Cynthia Beel-Bates,
Kirkhof College Of Nursing

Second semester baccalaureate nursing students were randomized into two groups. Identical content curriculum was delivered in two methodically different pedagogies: the flipped classroom and the traditional lecture-driven format. The intent was to transform the position of the teacher from simply dispensing facts into guiding knowledge acquisition. Quantitative and qualitative assessments of these different approaches were synthesized. In this session, the instructors will share their findings, describe experiences with flipping the classroom and provide examples of the ways in which courses were transformed.

EC 316
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A SEVEN

BUILDING EXPERIENTIAL ASSIGNMENTS FOR STUDY ABROAD

Heather Van Wormer, Anthropology
Gwyn Madden, Anthropology

What experience do you want students to gain on your study abroad program? How do you design experiential assignments that connect to that big picture? In what ways can reflection be used to help students incorporate these new ideas once they have returned home? These topics and more will be discussed at this session.

EC 317
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A EIGHT

LEARNING TOGETHER: Best Practices in Designing a Collaborative Research Assignment

Barbara Harvey, University Libraries

This session will focus on designing collaborative research assignments. Topics will include effective use of library resources, dividing work among a group, avoiding plagiarism, and individual accountability. There will be plenty of time to share your own ideas and best practices. Led by an experienced instruction librarian.

A NINE

FOSTERING COLLABORATION, ENGAGEMENT, AND FLEXIBILITY: Adding Value to Your Teaching with Open Education Resources

Sarah Beaubien, University Libraries
Charles Lowe, Writing

In addition to the financial expense for students, commercial teaching resources may be unnecessarily restrictive from a pedagogical point of view. Open education resources (OER) provide a cost-free alternative, and provide important academic opportunities. For example, faculty using OER in their teaching can select, combine, and adapt the content to develop the most effective course materials. Using/developing OER can also foster increased student involvement in the course by creating opportunities for collaboration or student-driven content. This session will discuss some of the issues relating to the use and/or development of open education resources such as finding, adapting, or developing high quality content for classroom use, facilitating student engagement, and identifying opportunities for faculty collaboration.

EC 515
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concurrent sessions B

EC 311

B ONE

ENGAGING LEARNING

David Coffey, Mathematics
Kathryn Coffey, Eastern Michigan
University Doctoral Student

Because engagement is an essential element to learning, this conversation will focus on three key questions:

What does engagement look like in our classes?

How do we support learners in engaging with our discipline?

What factors might interfere with learners' ability to engage?

EC 410

B TWO

CLICKERS WITHOUT THE CLICKERS: Using The Web and Students' Personal Devices for Classroom Response

Robert Talbert, Mathematics

Classroom response systems, or “clickers”, are a simple technology that facilitates active learning in the classroom in a number of ways. Clicker-enabled pedagogy shows evidence of having a significantly positive effect on student learning, but the clicker technology itself has several limitations. For example, only multiple choice questions can be used,

and the purchase of a clicker adds to students' out-of-pocket expenses. In this talk, we'll look at a classroom response platform that uses web-based software along with students' personal web-enabled devices to deliver and collect responses to clicker questions. The system, called Learning Catalytics, allows instructors to author questions using a website, and then students use any web-enabled device, such as a smartphone or tablet, to connect to the website and respond to the questions. By using the students' devices, a wide variety of questions is now available, including questions that require text or graphical answers. Participants will get a chance to play along with a sample module of questions to see how the technology can be employed firsthand. I'll share my experiences with using this system in MTH 227 (Linear Algebra) during Winter 2013 semester with the support of a Pew Technology Enhancement Grant from GVSU's Faculty Teaching and Learning Center. NOTE: Learning Catalytics is one of two web-based classroom response platforms now supported by GVSU.

CONNECTING SPACES AND CULTURAL PRACTICES: An Interdisciplinary Approach to Teaching and Facilitating Best Practices About the Community Reading Project Text and the Latino Community

Zulema Moret, Modern Languages and Literatures & Latin American Studies

Brian Jbara, Brooks College
Integrative Learning & Advising

In this session, participants will learn how to teach, facilitate, and utilize the CRP text, “The Distance Between Us,” using an interdisciplinary approach. Beyond reading and discussing the text, this session will provide a series of best practices for engaging students and colleagues in researching, writing, storytelling, and engaging in the heart of the Latino Community in which we live. This session will begin by providing participants with a brief background on the Latino community (local and in general) and will follow-up with a list of best practices for teaching and learning about this community in classrooms, book discussions, and other venues.

GENDER IDENTITY AND EXPRESSION IN THE CLASSROOM: Creating Inclusive Classroom Climates

Danielle DeMuth, Women and Gender Studies

Dwight Hamilton, Division of Inclusion & Equity

Emily West, LGBT Resource Center

In this interactive session, we will discuss gender identity and expression in the classroom and how faculty can identify classroom practices that create harmful learning environments and engage in classroom practices that create safe and welcoming classrooms regardless of discipline. We will discuss: the GVSU Non-Discrimination policy and harassment, identifying harmful classroom practices and microaggressions, accommodating preferred name requests with sensitivity and confidentiality, and creating a welcoming environment even before the first class session.

EC 514
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B FIVE

ENGAGING UNDERGRADUATE STUDENTS IN SCHOLARSHIP: Research, Teaching, or Service?

Panel:

Jennifer Moore, Natural Resource Management

David Stark, History

Kathleen Underwood, Women and Gender Studies

Brad Wallar, Chemistry

Facilitators:

Susan Mendoza, Office of Undergraduate Research and Scholarship

Rachel Powers, Chemistry

Like many high impact practices, undergraduate research falls outside of the traditional realm of a faculty member's workload. This session will address institutional support for faculty members mentoring and directing undergraduate scholars. Faculty panel participants provide examples of how to adjust research agendas, class syllabi, and service obligations to support and nurture rising GVSU undergraduate scholars.

B SIX

PEER-TUTORING ACROSS CONTEXTS: From The Writing Center To The Knowledge Market

Kay Losey, Interim Director,

Fred Meijer Center for Writing and Michigan Authors

Patrick Johnson, Assistant Director, Fred Meijer Center for Writing and Michigan Authors

This session will discuss various student services that can assist your students as well as how you can help your students maximize the benefits of working with a Writing Center peer tutor. We will provide an overview of what peer tutoring is, how it works, what students should expect from working with a consultant, and how students should prepare for a session. In addition, we'll explain the differences in peer-tutoring across various contexts at GVSU: the brick and mortar Writing Center sessions, on-line consultations, classroom visits by peer-consultants, and interactions in the new collaborative Knowledge Market. Your questions will be encouraged throughout the session.

EC 317
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**B SEVEN**

**GOOGLE DOCS AS A REAL-TIME
COLLABORATION PLATFORM FOR
ACTIVE LEARNING: Honors
Classical World (HNR 211/212)**

Charles Pazdernik, Classics

In Fall 2012 Diane Rayor and I collaborated on teaching two sections of HNR 211/212 Honors Classical World I. We built into our syllabus four so-called “SWOTs,” named for the familiar strategic planning matrix Strengths / Weaknesses / Opportunities / Threats, the object of which was to encourage students to work collaboratively and to focus critically upon key problems or conflicts in Greco-Roman history. The exercises were modeled expressly (and unapologetically) on the “Iron Chef”-type competitions one sees on television. Two groups are allotted one of two sides of the problem; they split up into smaller sub-groups and work on separate quadrants of the SWOT analysis, collaborating in real time on assembling a Google Docs presentation based upon a standard template; then they assemble to present their work. The session will fea-

ture a downscaled collaborative exercise that will demonstrate some of the advantages of real-time collaboration with Google Docs. **Please bring a laptop if you can.**

B EIGHT

**RESPONDING TO MID-SEMESTER
STUDENT FEEDBACK**

Kathryn Stieler, Pew FTLC and Music and Dance

The Mid-Semester Interview about Teaching (MIT) - a process wherein an FTLC staff member visits your classroom, interviews your students about what is working well in the course and what could be improved, and then provides you with a summary report - is one tool that allows you an opportunity to gather and respond to specific, formative feedback from your students. Whether you collect feedback through a MIT or on your own, it is important to consider how to constructively respond to the information. In this session, I will highlight examples of the type of feedback students often provide mid-semester and facilitate a group discussion around various ways to address the feedback.





3:25 - 4:15

SWS FACULTY ORIENTATION

Kay Losey, Writing

Designed for new SWS faculty, this session provides a basic overview of the goals of the SWS program and the requirements of SWS-designated courses. In addition, it offers examples of how the SWS requirements might be fulfilled, including assignment ideas, ways to incorporate writing instruction into classes, and suggestions for dealing with the “paper load.” An informal question and answer session will conclude the workshop. Participants will leave with a wealth of resources, including numerous handouts, a book, and a list of useful websites.



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