20TH ANNUAL FALL DIALOGUE ON TEACHING & LEARNING
Celebrating Our Best Work

Wednesday, August 20
8:30 am - 3:00 pm
Eberhard Center
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PEW FACULTY TEACHING AND LEARNING CENTER
Only Connect... Actively Engaging All Students

THREADS

Inclusive Excellence: connecting with all students
inclusive teaching practices, considering the prior learning and experiences of our students

Inspiring Learning Environments: connecting through novel classroom approaches
active learning, applying best practices and innovative pedagogies

Immersion in New Contexts: connecting outside the classroom
preparing students to engage with other cultures, collaborating with community partners
In the essay

“Only Connect”
The Goals of a Liberal Education,

William Cronon lists
ten qualities associated with
a liberally educated person:

- they listen and they hear
- they read and they understand
- they can talk with anyone
- they can write clearly and
  persuasively and movingly
- they can solve a wide variety of
  puzzles and problems
- they respect rigor not so much
  for its own sake but as a way of
  seeking truths
- they practice humility,
  tolerance, and self-criticism
- they understand how to get
  things done in the world
- they nurture and empower the
  people around them
- they follow E.M. Forster’s
  injunction from Howard’s End:
  “Only connect…”

At the start of the 2014-15 academic year, as we celebrate the 20th Anniversary of the Fall Conference on Teaching and Learning at Grand Valley, I encourage you to pause and reflect on this list of qualities in relation to your own teaching practice.

This year, we are offering a refreshed conference format that has been designed to offer you the chance to connect with colleagues, share approaches, celebrate accomplishments, and find ways to stretch your thinking and innovate.

The conference theme this year was chosen not only to reflect the grounding of GVSU in a liberal education tradition, but also to highlight three specific areas in which we can connect with and engage our students in learning. The three thematic threads on the previous page embody the ways our ideals come to life.

- Christine Rener
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<td>Thomas J. Haas, President</td>
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<td>Gayle Davis, Provost and Vice President</td>
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<td>Christine Rener, Vice Provost for</td>
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<td>Instructional Development and Innovation</td>
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<td>9:30 - 10:45</td>
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<td>12:00 - 1:00</td>
<td>Lunch and Book Raffle drawing</td>
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<td>1:00 - 1:45</td>
<td>Topical Table Discussions Round ONE</td>
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**book raffle**

See the back page of the program for this year’s titles.

Be sure to place your ticket in the envelope next to your book choice before lunch. You have two chances to win.
faculty resource exhibition

Eberhard Lobby
11:00am - 12:00pm

The Faculty Resource Exhibition highlights various offices, services and opportunities across campus that can help faculty in their teaching endeavors.

ONE
Instructional Design for eLearning
http://www.gvsu.edu/idel/

TWO
Office of Integrative Learning and Advising
Community Reading Project

THREE
Disability Support Resources

FOUR
Pew Faculty Teaching & Learning Center

FIVE
University Libraries
Research, Instruction and Collection Services

SIX
University Libraries
LibraryQuest

SEVEN
Technology Showcases & Emerging Technologies
gvsu.edu/techshowcase

EIGHT
Human Resources
GVSU Health and Wellness

NINE
Institutional Analysis
Survey Findings about GVSU Students and Faculty

TEN
Community Service Learning Center
Service Opportunities & Service Tracker

ELEVEN
USETI Task Force
Student Evaluations of Teaching

TWELVE
Division of Student Services Co-Curricular Connections:
Faculty and Student Affairs Educators Partnering to Enhance Student Learning

THIRTEEN
Division of Student Services
Living-Learning Communities

FOURTEEN
Career Center & Padnos International Center
GoinGlobal

The Faculty Resource Exhibition highlights various offices, services and opportunities across campus that can help faculty in their teaching endeavors.
Only Connect... Actively Engaging All Students

Inclusive Excellence: connecting with all students

Inspiring Learning Environments: connecting through novel classroom approaches

Immersion in New Contexts: connecting outside the classroom

Group Discussion Guidelines for Fall Teaching Dialogue Discussion

Here are a couple of reminders for us all as we select and join Topical Discussion tables:

- Facilitators will begin with a brief description or anecdote highlighting the selected topic.
- Approach the discussion with openness and curiosity
- Consider the whole group in your dialogue, ensuring that each person has a chance to become involved in the conversation.
- If possible, keep the focus directed at forward thinking, asking yourself, “How could I utilize these ideas in my own teaching?”
- Record the main ideas or concepts on the white board or flip chart, with special attention to further questions or resources needed to take next steps.
What are some strategies to make sure each student feels safe and part of the classroom all semester, even when some students make racist, insensitive, and hurtful remarks?

Patty Stow Bolea, Pew FTLC and Social Work

This session will include a discussion of very specific strategies and approaches to create an inclusive classroom that respects the diversity in the room, regardless of course content. Conversations can include application, scenarios, modeling, and self-regulation.

How can implementation of Universal Design for Learning principles be used to create expert learners?

Amy Schelling, Education

Universal Design for Learning (UDL) reduces barriers to learning and facilitates meaningful participation by all students. Through implementation of UDL principles instructors can design accessible course materials and create opportunities for inclusive classroom instruction. This discussion session will focus on why we should consider implementing UDL, who benefits, and how faculty might implement the three UDL principles in university classroom settings to move students from mastery of knowledge to mastery of learning.

How can we elicit the kind of student feedback that will actually help us grow in our teaching?

Kathryn Stieler, Pew FTLC and Music
Scott Stabler, History

Aside from the fact that traditional student evaluations occur at the end of the semester when changes can no longer be made to a course, sometimes we are left on our own to decipher feedback that is vague, misdirected, confusing, contradictory, angry and even inappropriate at times. Student feedback collected through a Mid-Semester Interview about Teaching (MIT) provides faculty with specific and actionable data that can be implemented immediately as appropriate and desirable. In addition, students appreciate being asked and heard in the process, contributing to an overall positive experience of the course.
How do we examine the intersecting matrix of privilege and oppression within the context of the post-secondary educational system?

Deepak Subramony, Education

In this topical table discussion, we explore the myriad ramifications of Kimberle Crenshaw’s concept of intersectionality and Peggy McIntosh’s concept of the ‘invisible knapsack’ within the context of the US post-secondary educational system. We discuss the impact of the intersecting matrix of multiple privileges and oppressions within US society upon the system’s varied stakeholders, and how we as educators ought to respond to it.

How can we establish a sense of community and motivation for adult learners, in particular in intensive accelerated classes?

Judy Whipps and Maureen Wolverton, Liberal Studies

What learning methods motivate adult learners to succeed? This discussion will begin with Wlodkowski and Ginsberg’s motivational framework that focuses on inclusion, attitude, relevance and engendering competence. Consider bringing your syllabus to analyze and share ways that your courses support adult learning.

Does it really matter who I am in the classroom?

Dana Munk, Pew FTLC and Movement Science

Getting inside students’ heads is one of the most difficult pedagogic tasks teachers face. To foster deeper connections with students, faculty first need to be “mindful” of their social identity and how they communicate it in their teaching behavior. In this session, faculty will explore their social identity and discuss how it impacts teaching relationships. Finally, participants will generate strategies for creating a more authentic and inclusive classroom.

WILDCARD

Inclusive Excellence
EC 410  **Tophat student response system: worth the time and money?**
Christian Trefftz, Computing and Information Systems

This past winter I used Tophat for the first time in one of my courses. I had no previous experience with clickers. I will share the lessons I learned in this experience.

EC 411  **Teaching in a Learnlab: “If your classroom didn’t have a front or a back, HOW would you teach?”**
Robert Frans, Honors

Bring your curiosity, ideas and questions in learning about a different type of classroom designed to engage students at GVSU! Hear stories and experiences from teaching in these spaces and be prepared to share your successes and obstacles in engaging your students in your current learning spaces. It’s all about connection!

EC 414  **What is the inverted (“flipped”) classroom, how does it work, and why does it matter?**
Robert Talbert, Mathematics

In this session, we will discuss the inverted or “flipped” classroom, a course design platform in which direct instruction is moved from class meetings to pre-class preparatory work, and the resulting class meeting is used for active, challenging work on difficult ideas. The specific questions we’ll address are: Why would someone want to use the flipped classroom? What does flipped learning look like, in both the individual and group learning spaces? What are some best practices and challenges for implementing flipped learning? And what potential does flipped learning have for improving content mastery as well as lifelong, self-regulated learning skills?

EC 415  **Game Pedagogy in Higher Education: Panacea? Gimmick?**
Gretchen Galbraith, History
David Eick, Modern Languages & Literatures

Reacting to the Past games are taught at over three hundred colleges and universities, in many disciplines, including STEM. Assigned roles in crucial flashpoints in the history of ideas—Machiavelli’s Florence, Darwin’s “genetic biology” in 1859, India on the eve of independence, Title IX in the U.S. in the 1990s—in order to “win,”
students must read rich texts closely, master course content, construct and articulate convincing arguments in writing and orally, participate actively, think creatively, and collaborate, i.e. everything we have always tried to get them to do, fulfilling GenEd goals, to boot.

1:00-1:45 - Round 1.
Micro-game: Participants will get a sense of what an immersive classroom game feel like from the students’ perspective.

2:00-2:45 - Round 2.
Discussion: Should you try RTTP? What games exist for your discipline? How to get started. Please bring your experiences and perspectives on game-based learning to this discussion.

What are best practices for ‘briefing’ and ‘debriefing’ when teaching with simulation?
Deborah Bambini, Nursing
The science of teaching with simulation has grown dramatically in recent years. Experts agree that the ‘debriefing’ is the single most important aspect of a good simulation learning experience. Discuss current guidelines for best practices for briefing and debriefing when teaching with simulation.

What’s the secret to health, happiness… and greater learning gains?
Karen Gipson, Physics
Neuroplasticity is the ability of the brain to change, adapt, rewire - and one of its implications is that the ability to pay attention, like any skill, can be improved through practice. In recent years, articles have appeared in both professional journals and popular magazines examining the benefits of mindfulness practices. People from all walks of life are flocking to mindfulness-based stress reduction courses to try to improve their physical and mental health. Mindfulness training is becoming a booming business, but you can offer the basics to your students in as little as 1-3 minutes at the beginning of each class period. Contemplative pedagogy has also blossomed in recent years, and the Association for Contemplative Mind in Higher Education now has hundreds of members from all walks of academe. This discussion will offer simple and practical suggestions for introducing contemplative practices such as mindfulness exercises into your classroom. The facilitator of this discussion has much personal experience with the benefits of mindfulness and has been successfully incorporating contemplative practices into her physics and liberal studies classes for the past several years.
From flying cactus to killer zombie cells: Can humor and hyperbole facilitate student learning?

Tim Evans, Biology

I have often asked myself the rhetorical question, “Am I a teacher or an entertainer?” This question has led to many interesting discussions with my colleagues regarding classroom presentation style. Does the use of humor increase student learning or does it just take up valuable class time that could be better spent? How much emphasis should we place on “entertainment” in the classroom versus more efficient use of classroom time? As a scientist, I hate to admit that I have absolutely no quantitative data to answer these questions at this roundtable discussion, but I have plenty of anecdotes, as well as an ear to hear your thoughts and opinions.

Do you know what is blooming?

Julia VanderMolen, Allied Health Sciences

Bloom’s taxonomy of educational objectives for learning has undergone a digital makeover. The Bloom’s Digital Taxonomy Pyramid makes thinking about technology tools in this context a breeze. This session will explore how they can be used at various levels on the digital taxonomy to encourage higher level thinking and problem solving. This session will also provide faculty with some creative and innovative ideas for integrating Web 2.0 tools at each level. So come and find out what is blooming in this session and help your students blossom.

E-Portfolios: How do we use the capstone course to help students to review, articulate and take pride in, their professional/academic development?

Scott Berlin, Social Work

The facilitator will outline an E-portfolio Capstone Project used in the School of Social Work that allows graduating students to articulate their mastery of the required professional competencies. Participants will be encouraged to discuss ideas to empower students to take ownership of the experiences that have impacted their professional competence.

WILDCARD

Inspiring Learning Environments
immersion

Immersion in New Contexts: connecting outside the classroom
preparing students to engage with other cultures, collaborating with community partners

EC 310  What’s a Domestic Study Abroad?  EC 312
Donald Mitchell Jr., Education

Higher education institutions and the work force are becoming more racially, ethnically and culturally diverse. Given the demographic changes, curricula must include ways for students to become increasingly interculturally competent prior to graduation. Faculty, staff, and administrators must also increase intercultural competence as well. A traditional way of developing cultural competence is through study abroad. While the positive outcomes of study abroad experiences are well documented, not all students, faculty, staff, and administrators can, or choose to, attend. The purpose of this session is to highlight the development of a “domestic study abroad” course designed to increase cultural competence, while remaining in the United States.

EC 310  Internationalizing Examples  EC 312
Paola Leon, Social Work

This discussion seeks to engage the audience with the notion of bringing international issues and examples into our teaching to help students fragment dominant discourses by considering the impact of context on the understanding of concepts.

How Practical is Community-Based Teaching?  EC 312
Debbie Low, Biomedical Sciences
Rachel Campbell, Sociology

This discussion focuses on Challenges & Barriers, including:
- Incentivizing community-based learning (CBL) for faculty
- Intentionally preparing faculty, students, and community partners for working with each other
- Exploring sustainable models of CBL for long-term impact
- Understand the experimental, “messy” nature of this work
- Scaffolding community engagement activities and building on initial efforts

What is GVSU doing to encourage and facilitate collaborative teaching, learning, and research?  EC 314
Peter Wampler, Geology
Azizur Molla, Public Health

A group of faculty met as a faculty learning community (FLC) during the 2013-
2014 academic year to discuss collaborative research. What keeps us from doing it? How does GVSU currently encourage and support collaborative teaching, learning, and research? We developed a set of recommendations for changes or additional strategies to support collaborative research at GVSU. These recommendations were summarized in a white paper that will be available at the conference.

**Why Engage in Community-Based Teaching?**

Danielle Lake, Liberal Studies  
Brandon Youker, Social Work

This discussion focuses on Recommendations & Rewards, including:

- Emphasizing reciprocity and mutuality, agreeing to work with other faculty, students, and community partners
- Building reflection opportunities on CBL activities throughout the course
- Encourage creative assignments and presentations
- Assessing, evaluating, and disseminating, from student, instructor, and community-partner perspectives
- Celebrating the work accomplished

**WILDCARD**

Immersion in New Contexts
book raffle

11:00am - 12:00pm

Be sure to place your ticket in the envelope next to your book choice. Winners will be displayed on the screen during lunch at which point you may collect your book if you are a winner.

Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning
Daniel Barbezat & Mirabai Bush, 2013

Presentation Zen

Making Scientists: Six Principles for Effective College Teaching
Gregory Light & Marina Micari, 2013

Learner-Centered Teaching: Five Key Changes to Practice

Why Teach?
Mark Edmundson, 2013

College (Un)bound
Jeffrey Selingo, 2013

Make it Stick: The Science of Successful Learning
Peter Brown, Henry Roediger III, & Mark McDaniel, 2014

Collaborative Learning Techniques

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning
José Antonio Bowen, 2012

Creating Self-Regulated Learners
Linda Nilson, 2012

Generation on a Tightrope
Arthur Levine & Diane Dean, 2012

Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching
James Davis & Bridget Arend, 2013

Scientific Teaching
Jo Handelsman, Sarah Miller, & Christine Pfund, 2006
notes