

20th

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

Wednesday, August 20

8:30 am - 3:00 pm

Eberhard Center

pew/tlc

PEW FACULTY TEACHING AND LEARNING CENTER

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PEW FACULTY TEACHING AND LEARNING CENTER

THEME

**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

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

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...”**

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 Renner

2014 conference schedule

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8:30 - 9:00

Continental Breakfast

9:00 - 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**

9:30 - 10:45

Multimedia Opening Session

11:00- 12:00

Faculty Resource Exhibition

12:00 - 1:00

Lunch and Book Raffle drawing

1:00 - 1:45

Topical Table Discussions Round ONE

2:00 - 2:45

Topical Table Discussions Round TWO

3:15- 4:15

SWS Orientation

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

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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**

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.**

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**

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**

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**

THEME

Only Connect...Actively Engaging All Students

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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.

inclusive

Inclusive Excellence: connecting with all students

inclusive teaching practices,
considering the prior learning and
experiences of our students

EC 215 **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.

EC 215 **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.

EC 215

inclusive

EC 215

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.

EC 215

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.

EC 215

WILDCARD Inclusive Excellence

EC 215

inspiring

Inspiring Learning Environments:

connecting with novel
classroom approaches

active learning, applying best
practices and innovative pedagogies

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.

EC 417

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.

EC 418

EC 419

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.

EC 420

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.

EC 421

WILDCARD

Inspiring Learning Environments

EC 423

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?**

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 311 **Internationalizing Examples**

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 Lown, 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-

immersion

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.

EC 316 **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

EC 317 **WILDCARD** **Immersion in New Contexts**

book raffle

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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

2nd Edition,
Garr Reynolds, 2012

Making Scientists: Six Principles for Effective College Teaching

Gregory Light & Marina Micari, 2013

Why Teach?

Mark Edmundson, 2013

College (Un)bound

Jeffrey Selingo, 2013

Collaborative Learning Techniques

2nd Edition, Elizabeth Barkley, Claire Howell Major, & K. Patricia Cross, 2014

Creating Self-Regulated Learners

Linda Nilson, 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

Learner-Centered Teaching: Five Key Changes to Practice

2nd Edition, Maryellen Weimer, 2013

Make it Stick: The Science of Successful Learning

Peter Brown, Henry Roediger III, & Mark McDaniel, 2014

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning

José Antonio Bowen, 2012

Generation on a Tightrope

Arthur Levine & Diane Dean, 2012

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