

21ST ANNUAL FALL CONFERENCE ON TEACHING AND LEARNING

REFLECTION ON
TRANSFORMATIVE
TEACHING
PRACTICES AT GVSU

Pew Faculty Teaching and Learning Center

Grand Valley State University

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WEDNESDAY, AUGUST 26, 2015

8:30 AM - 1 PM

EBERHARD CONFERENCE CENTER

THE PEW FACULTY TEACHING AND LEARNING CENTER

21st Annual Fall Conference on Teaching and Learning

The opening presentation will be given by Dr. Stewart Ross, followed by examples and discussion of how transformative teaching practices are being applied on our own campus, and an exhibit of campus resources for faculty.

9:00 - 9:15	Conference Welcome with President Haas	11:00- 12:00	Faculty Highlights: Transformative Teaching Practices at GVSU
9:15 - 10:45	Five Transformative Teaching Practices Dr. Stewart Ross, Dee Fink and Associates	12:00 - 1:00	Lunch and Conversation
10:45 - 11:00	Break	12:30 - 1:15	Faculty Resource Exhibition

BOOK RAFFLE Winners will be announced at lunch.

Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online

Jay Howard, Wiley, 2015

Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching

John Shank, Wiley, 2014

The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom, 3rd Ed.

Stephen Brookfield, Wiley, 2015

Assessing Student Learning: A Common Sense Guide

Linda Suskie, Wiley, 2009

Contemplative Learning and Inquiry Across Disciplines

Gunnlaugson, Sarah, Scott, SUNY Press, 2014

Cheating Lessons: Learning from Academic Dishonesty

James Lang, Harvard University Press, 2013

Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time

Linda Nilson, Stylus, 2014

Citizen: An American Lyric

Claudia Rankine, 2014

Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy (New Pedagogies and Practices for Teaching in Higher Education)

Matthew Kaplan, Stylus, 2013

Getting Started With Team-Based Learning

Jim Sibley, et al., Stylus, 2014

Paths to Learning: Teaching for Engagement in College

Barbara Tobolowsky, editor, National Resource Center, 2014

RESOURCE TABLES

Civic Engagement Collective

Disability Support Services

Experience Grand Rapids

USETI Task Force

Center for Scholarly and Creative Excellence

Division of Student Services

Padnos International Center

Pew Faculty Teaching and Learning Center

University Libraries

Women's Center

Art Gallery

LGBT Faculty and Staff Association

LGBT Resource Center

Office of Multicultural Affairs

eLearning and Emerging Technologies

Community Reading Project

Title IX

Health and Wellness

Reflection on Transformative Teaching Practices at GVSU

How can faculty create learning environments and craft activities that foster change in students and promote learning that transcends the classroom? This conference will describe a framework for designing significant learning experiences and provide concrete examples of the framework's application. The opening presentation will be given by Dr. Stewart Ross.

Dr. Stewart Ross is currently a senior member of Dee Fink & Associates, and the founding Director of the Center for Excellence in Teaching and Learning at Minnesota State University, Mankato. He holds a Ph.D. in Music Education from Northwestern University.



HIGHLIGHTS WILL BE SHARED BY:



Kurt Ellenberger, Professor of Music, Frederik Meijer Honors College

Julie White, Affiliate Professor, Writing

We will share some personal teaching strategies that address one of Fink's Transformative Teaching Practices. In particular, from our work in the Strong Start Initiative, we build on some of Ken Bain's strategies for "Creating the Right Relationship with Students".



Chasity Bailey-Fakhoury, Assistant Professor, Special Education, Foundations, and Technology

Developing critical research literacy requires exploring positionality of self as well as the researcher's positionality. In the context of a graduate research methods course, students do so by grappling with epistemological & ontological concerns as they discover that research is not always the objective, value-free enterprise we perceive it to be.



Susan Harrington, Assistant Professor, Nursing

Nancy Schoofs, Professor, Nursing

A sense of community is pivotal in the classroom to operationalize the building of relationships and the promotion of authentic conversations amongst the students. As the most important resource in the classroom (teachers), we will discuss techniques that we are adapting to accomplish this.



Mary Bair, Associate Professor, Special Education, Foundations, and Technology

I will discuss a series of short assignments that prompt students to first identify their learning goals for the class and then to reflect about the factors that contributed to their success in the class.



Judy Whipps, Professor, Liberal Studies and Philosophy

I will discuss eportfolio assignments that require students to reflect on and integrate learning from multiple courses in two settings: Senior Seminar courses and the first semester of an accelerated leadership program.



Danielle Lake, Assistant Professor, Liberal Studies

I plan to illustrate a few of the pitfalls, but also the potential, of intense team-based learning on wicked problems by sharing my journey from studying the research on collaborative processes designed to address our social messes to implementing these processes at GVSU with students.



Kathryn Stieler, Associate Professor, Music and Dance, Faculty Fellow, Pew FTLC

The Pew FTLC is committed to supporting teaching and learning at GVSU by encouraging innovation and growth in a variety of ways including increased funding for conference travel, a new webinar grant, teaching circles, faculty learning communities, and a revised Teaching Innovation Grant that provides funds for personnel, equipment, travel, registration fees, and other expenses related to a specific innovative activity.