REFLECTION ON TRANSFORMATIVE TEACHING PRACTICES AT GVSU

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
9:15 - 10:45   Five Transformative Teaching Practices
                Dr. Stewart Ross, Dee Fink and Associates
10:45 - 11:00  Break
11:00 - 12:00  Faculty Highlights: Transformative Teaching Practices at GVSU
                Stephen Brookfield, Wiley, 2015
12:00 - 1:00   Lunch and Conversation
12:30 - 1:15   Faculty Resource Exhibition

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 Susske, Wiley, 2009

Contemplative Learning and Inquiry Across Disciplines
Gunnlaugsson, Sarah, Scott, SUNY Press, 2014

Cheating Lessons: Learning from Academic Dishonesty
James Lang, Harvard University Press, 2013

BOOK RAFFLE

Winners will be announced at lunch.

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
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.
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.

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.

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
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.