

GRAND VALLEY STATE UNIVERSITY

21st Annual Fall Conference on Teaching and Learning

REFLECTION ON TRANSFORMATIVE TEACHING PRACTICES AT GVSU

Pew Faculty Teaching and Learning Center

August 7, 2015

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- [Integrated Course Design: Creating Significant Learning Experiences](#)

AUGUST IN THE FTLC

Please make note of the following Pew FTLC August activities focused on teaching essentials and innovation practices:

21st Annual Fall Conference on Teaching & Learning – Reflection on Transformative Teaching Practices at GVSU

Wednesday, August 26

8:30am - 1pm

Eberhard Conference Center

Pew Grand Rapids Campus

Schedule:

8:30am - 9:00am

Breakfast & Informal Conversation

9:00am - 9:15am

**Conference Welcome
President Haas**

9:15am - 10:45am



GRAND VALLEY STATE UNIVERSITY



Pew Faculty Teaching & Learning Center

September 24, 2015

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- [Check out what's NEW in the Pew FTLC Grant Program!](#)

IN OTHER NEWS

Mindful Triathalon

October 23, 7:00am
Kelly Family Turf Building
Track

No running,

A Mindful Campus: Cultivating Awareness and Connection in a Distracted World

Dr. Donald McCown, Assistant Professor of Integrative Health and Director of the Center for Contemplative Studies at West Chester University of Pennsylvania

Friday, October 23

Please join us as Dr. McCown introduces us to the Mindful Campus. The practice of mindfulness, or the act of bringing the attention to the present moment without judgment, has been the subject of much empirical and scientific study in Western culture over the past 15 years and is rapidly becoming a standard clinical treatment to manage stress and improve one's relationships and quality of life.

Wellness and "Withness"

*Mindful care for self and others. Continental breakfast served.
October 23, 9 - 10:30am, 2204 Kirkhof Center*

Contemplative Classrooms

*Empirical evidence and practical applications. Lunch served.
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Register for all Mindfulness programming in [sprout](#). To learn

swimming, or biking required!

- 15 minute walk or run
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- 15 minute guided meditation session

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CRP Lunch and Learn gatherings facilitate shared dialogue between students and faculty based on the community read *CITIZEN, AN AMERICAN LYRIC* by Claudia Rankine. This book recounts mounting racial aggressions in ongoing encounters in twenty-first-century daily life and in the media. To learn more about the book [click here](#). Students and faculty interested in attending Lunch and Learn gatherings should register in [sprout](#).

Wednesday, September 30, 12 - 1pm

Mary Idema Pew Library
Learning and Information
Commons Multipurpose
Room

more about GVSU mindfulness offerings
visit www.gvsu.edu/healthwellness/mindfulness.

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Excellence Series: Transgender Basics and Best Practices for a Trans-Inclusive Campus

Dr. Emily Nisley, Associate Professor/Counselor, Counseling & Career Center, Grand Rapids Community College
Tuesday, October 6, 1 - 4pm, 2266 Kirkhof Center

This workshop will raise participants' awareness of a spectrum of transgender identities and expressions, as well as common issues faced by trans students and employees. Participants will gain knowledge of relevant best practices and of current policies and resources at GVSU and build skills to foster more trans-inclusive living, learning, and work spaces on campus.

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12 - 1pm**
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Wiley, 2015

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Allendale campus

[Learn more about this book.](#)

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Pew Grand Rapids Campus

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Allendale campus.

[Learn more about this book.](#)

If you are interested in participating, please email Christine Renner (renerc@gvsu.edu). Additional Book Discussion Teaching Circles will be offered next semester. To propose your own Teaching Circle, visit our [Teaching Circle Grant](#) page.

Check out what's NEW in the Pew FTLC Grant Program!

First and foremost, we have a new online system for grant applications that will streamline the process for faculty and make data collection more effective and transparent for the Pew FTLC. As with any new system, we are confident that this will be an improvement, but we are open to your ongoing feedback.

The Pew FTLC is committed to supporting teaching and learning at GVSU by encouraging innovation and growth in a variety of ways and levels of engagement. Starting in 2015-16, as a way to offset the new policy of awarding Faculty Conference Travel Grants every other fiscal year, we have raised the maximum funding from \$600 to \$700 per grant. Applications for Faculty Conference Travel Grants open at 8:00AM on October 15 for travel January-March.

There is a brand new grant, the Webinar Facilitation Grant, that allows a faculty member to bring together a group of interested faculty to collectively view a live or recorded webinar and follow up with a group discussion. This is an ideal and cost-effective alternative to conference travel.

Another significant change to the grants is the Teaching Innovation Grant. It is the result of collapsing the former competitive grants into

one grant application that will allow faculty members to apply for funds to cover personnel, equipment, travel, registration fees, and other expenses related to a specific innovative activity. The deadline to apply for a Teaching Innovation Grant is midnight, October 15. If you have any questions, please contact the Pew FTLC Grant Facilitator, Kathryn Stieler at stielerk@gvsu.edu. Apply for a grant at: www.gvsu.edu/ftlc/grants.

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1 Campus Drive
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Phone: 616-331-3498

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Pew Faculty Teaching & Learning Center

September 10, 2015

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- [Fall Personnel Portfolio Three-Day Mini-Workshop](#)
- [The Pew FTLC and Brooks College of Interdisciplinary Studies present the 2015-2016 Community Read Project Student-Faculty Lunch and Learn Gatherings](#)

IN OTHER NEWS

New(er) Faculty Mentoring Opportunities

[We have openings for](#)

Meet our new Faculty Fellows and learn about our new projects.



Christine Renner

- Leadership of Teaching and Learning Initiatives Across the University
- Workshops and Consultations

Christine serves as Director of the Pew FTLC and Vice Provost for Instructional Development and Innovation. As such, she works with a large number of committees, task forces, and other groups across campus to promote and support innovative teaching and learning practices. She develops and leads workshops and conferences and



Kathryn Stieler

- Grants Program
- Personnel Portfolio Workshops
- Design Thinking Initiative

Kathryn will continue her work as the facilitator of the Pew FTLC grants program. Check out the new grant opportunities and revised online system. She will also be leading the second Fall Mini-Personnel Portfolio Workshop as well the two full workshops in June. Finally, she will serve as the Pew FTLC liaison for the university's Design Thinking Initiative which will

First Year Faculty Mentoring Communities, which meet approximately twice a month. Faculty members in years 2-7 are welcome to join Faculty-2-Faculty Mentoring groups, which meet once per month. Contact Patty Stow Bolea at boleap@gvsu.edu to inquire.

MITs

Gathering mid-semester feedback from students is a teaching best practice. In addition to in-class free writes and anonymous Blackboard surveys, another method to consider is a Mid-Semester Interview about Teaching (MIT) wherein an FTLC staff conducts an interview with your students. Student and faculty response to the MIT experience has been extremely positive, a result well supported by the literature. We are available to visit courses throughout the year. Please visit the [MIT website](#) for additional details and a link to an online request form. The fall deadline for requesting a MIT is October 2.

consults with individuals, groups and departments.



Scott Grissom

- Faculty Learning Communities
- Evidence-base Instructional Practices
- Barriers to Adopting New Teaching Strategies

Scott Grissom, School of Computing and Information Systems, is in his first year as a FTLC Fellow. He is supporting Faculty Learning Communities with the goal of adopting and adapting a variety of student engagement pedagogies. He is completing a survey of GVSU faculty and administrators to identify local barriers to adoption of new teaching practices and strategies to overcome these barriers.



Dana Munk

- Inclusive Classrooms and Course Design
- Licensed Intercultural Development Inventory (IDI) Administrator
- Faculty Social Identity
- Early and Mid-career Faculty Mentoring

include leading two Faculty Learning Communities around Design Thinking in the classroom.



Whitt Kilburn

- Faculty and Student Mentoring Related to Data Analysis
- Data Inquiry Lab Development

As Faculty Fellow, Whitt will be working to establish the Data Inquiry Lab (DIL), a new addition to the Knowledge Market in the Mary Idema Pew Library Learning and Information Commons. This project - a collaboration among the Pew FTLC, the Statistics Department, and University Libraries - supports quantitative data literacy, providing instructional and curriculum development support, faculty workshops, and online resources for faculty and students.



Tom Pentecost

- Strong Start Initiative
- Part-time Faculty Support
- Scholarship of Teaching and Learning

Tom Pentecost is new to the Pew FTLC and will serve as Faculty Fellow and Director of Part-time Faculty Support. This year, he will be leading the Strong Start

This year, Dana will continue her work as an Inclusive Excellence Faculty Fellow, a position developed in collaboration with the Division of Inclusion and Equity. Dana will facilitate an Inclusive Excellence Teaching Institute, mentor new faculty, organize faculty-student Community Reading Project Book meetings, and facilitate a faculty learning community for mid-career faculty.

Initiative, aimed at greater awareness of and adherence to best practices in teaching first-year students. Tom will be following up on recommendations made last year by Kurt Ellenberger and the Strong Start Faculty Learning Community. Tom will also be supporting part-time faculty, organizing orientation sessions, providing teaching-related consultations, and providing online resources.



Patty Bolea

- Early Career Mentoring
- Civic Engagement
- Community-based Teaching and Learning
- Teaching Award Support

This year Patty is looking forward to supporting Civic Engagement efforts across the university, as well as assisting first year faculty mentoring groups with thematic discussions as well as deeper orientation into GVSU support for teaching excellence.

Faculty Learning Community Opportunities

Increase Student Engagement In Your Classroom

Have you been meaning to try more active learning in your classroom but never seem to get around to it? If so, this FLC is for you! Dozens of empirical studies show that active learning pedagogies increase student learning, classroom participation, student motivation and faculty enjoyment. In this FLC led by Scott Grissom (Pew FTLC, School of Computing and Information Systems), participants will engage in experiential learning in a supportive environment.

During the 2015-16 academic year, participants will (a) meet 4-5 times per semester, (b) study the benefits of evidence-based instructional practices, (c) witness successful implementations of these strategies

at GVSU, (d) develop immediate as well as long-range plans for implementing a few activities into your classroom, (e) assess the impact of the new approach for self-review and to share with colleagues, (f) receive a fabulous book and a \$200 stipend. For additional details, visit the [Faculty Learning Communities website](#). Application deadline: Monday, September 14, 2015.

Design Thinking in the Classroom

Grand Valley State University has embarked on a [Design Thinking Initiative](#) to expand understanding of and experience with this collaborative process of interdisciplinary and integrative problem solving. The Pew FTLC has formed two separate Faculty Learning Communities to examine the Design Thinking model more closely and explore ideas for its application in the classroom. In these FLCs led by Kathryn Stieler (Pew FTLC, Music and Dance), participants will (a) examine disciplinary research that supports the model, (b) explore how the model may be manipulated to meet the individual need of the user, (c) brainstorm ways that the model may be applied to a specific discipline or assignment, and (d) explore how others are successfully using the model in academia. Reading material and light refreshments will be provided. For additional details, visit the [Faculty Learning Communities website](#).

Data Inquiry Lab

A new resource for students, staff, and faculty in Fall 2015!

Part of the Pew Library's Knowledge Market, the Data Inquiry Lab (DIL) provides support for student-led quantitative data management, visualization, and analysis. From workshops, and in-classroom demonstrations, to one-on-one consultation, the DIL's purpose is to develop practical data skills of students, staff, and faculty in the university.

During the academic year, students can schedule appointments or drop-in to the DIL to meet with faculty associates or student consultants about related projects and questions. The DIL provides advice and encouragement to better enable students to resolve obstacles in data analysis, acquire new skills, and complete the project. Contact DIL associates Whitt Kilburn, Associate Professor of Political Science, or Gerald Shoultz, Associate Professor of Statistics, to discuss how the DIL can support your teaching through students' quantitative data skills. Visit the [DIL website](#) for workshop schedules, on-line resources, and drop-in hours for LIB room 135 (Knowledge Market), Mary Idema Pew Library Learning and Information Commons.

Fall Personnel Portfolio Three-Day Mini-Workshop

October 31, November 14 and December 5, 12 - 2pm

Note: This is a THREE-DAY workshop. We expect that all participants will be available for all three meeting dates.

This mini-workshop offered during the Fall Semester is for faculty who are preparing for pre-tenure and tenure reviews or for promotion. The workshop will introduce national benchmarking approaches to portfolio construction and will pair participants with a faculty mentor to assist them in composing their Integrative/Reflective Statement and gathering supporting materials for the portfolio in accordance with their college and unit personnel policies. The workshop will allow faculty time to reflect individually and as a group on one's work in teaching/professional effectiveness, scholarship/creative activity, and service. In addition to the designated meeting times (six hours), participants will be invited to submit writing drafts to their mentor on November 7 and 21. **Please register in [sprout](#).**

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CRP Lunch and Learn discussions will empower both students and faculty to hold critical conversations and raise critical consciousness in the classroom. Students and faculty will have the opportunity to meet up to 4 times for 60 minutes throughout the academic year, including a small group discussion with author Claudia Rankine during her campus visit on April 6, 2016 for those who attend all three Lunch and Learn Gatherings. Coffee, water and a light snack will be provided or bring your own lunch. Specific topics and facilitators will be announced soon.

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Mary Idema Pew Library Learning and Information Commons

Multipurpose Room

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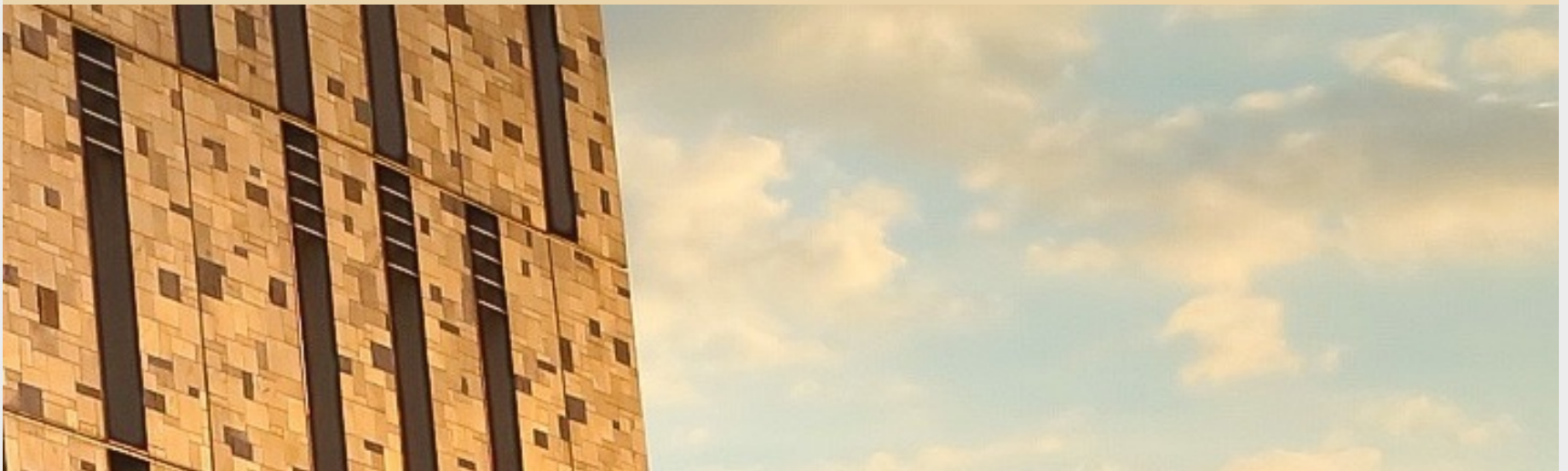
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A Mindful Campus: Cultivating Awareness and Connection in a Distracted World

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<http://www.gvsu.edu/healthwellness/mindfulness-430.htm>

Mindset Reading Circles

Members of the advising community at GVSU are invited to participate in a Reading Circle sponsored by the Academic Advisor Professional Development Committee. The featured book is the following: ***Mindset: The New Psychology of Success.***

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success – a simple idea that makes all the difference. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. Discussion in the Reading Circles will be facilitated and will focus, in part, on how to increase a growth mindset in students.

The committee would ask that you check your availability prior to signing up to ensure you are able to attend all three sessions. There will be sessions held at both the Allendale and downtown campus locations for your convenience. The book will be provided (free of charge) to participants.

The dates, times, and location (TBD):

October 21, 12-1:30 pm – Chapters 1-2

November 18, 12-1:30 pm – Chapters 3, 4, and 5

December 16, 12-1:30 pm – Chapters 6, 7, and 8

Participants can register at www.gvsu.edu/sprout until Friday, October 9 at 5pm.

2015 Academic Advising Conference

November 13, 9 - 12:30pm

Meijer Campus in Holland

The Academic Advising Professional Development Committee would like to invite you to join faculty and staff as we share and discuss the work advisors are doing on campus. The conference will provide an opportunity for faculty and staff to not only learn from, but also inform others on the great things happening at GVSU. The committee is requesting proposals from both faculty and staff to present on best practices during the concurrent sessions.

Please register in [Sprout](#).

Educational Technology Organization of Michigan (ETOM) Fall Conference

November 6, 2015

**Mary Idema Pew Library
Learning and Information
Commons**



The Pew FTLC is pleased to be able to sponsor 10 faculty to attend the ETOM Fall Conference. This conference focuses on innovation in distance learning and educational technology. Kari Frisch of Central Lakes College in Brainerd, MN will open the conference with a keynote entitled "How'd You Do That? Tips and tricks that might account for my 95% retention rate." For more information about the conference, including titles of breakout sessions, visit: <http://www.etom.org/>. For full consideration, please submit an application for support via our new online [grant application](#) system by Wednesday, October 21.

Foundations of Online/Hybrid Course Development

Foundations of Online/Hybrid Course Development is a multi-part workshop offered each semester by Instructional Design for e-Learning. In this series, they will discuss the basics for developing a course with the online or hybrid designation. Designed to provide a starting point and to meet the requirements stated in the faculty handbook, they will orient you with resources and tools to begin your planning process with a foundation of quality standards. Offered throughout the year in different formats, participation in all components of the series is required.

Late Fall 2015 session begins Friday, October 30

Winter 2016 session begins Friday, January 29

[For details and a complete schedule ...](#)

General Education Assessment Workshops

C. "Griff" Griffin, Director, General Education Program

Monday, October 12, 8:30 - 11am. - 488C DEV

Tuesday, October 13, 11:00am - 1:30pm - 3068 JHZ

Wednesday, October 14, 8:30- 11pm - 3068 JHZ

It is easier than you think--if you come to our 30 minute workshop. We'll show you the most efficient and effective way to collect and analyze assessment data for the General Education assessment process.

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Pew Faculty Teaching & Learning Center

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- [Thinking About Design Thinking](#)
- [Greetings Part-time](#)

CALL FOR PROPOSALS

Teach-In: Power, Privilege and Difficult Dialogues

For the past two years, a day-long Teach-In entitled Power, Privilege, and Difficult Dialogues has been held for the purpose of mutual education among students, faculty and staff of the GVSU community on topics related to inequality and systems of oppression, as well as social justice and liberation.

The University Academic Senate (UAS) and the Student Senate are teaming up to host another Teach-In on January 21, 2016, 8:30am - 9:00pm. Concurrent sessions will be held in various locations throughout the day following the normal Tuesday/Thursday class schedule.

We are seeking submissions for collaborative faculty/student/staff/community sessions that involve educational frameworks for opening dialogues on inequality, systems of oppression, social justice and liberation in the format of workshops and other engaged pedagogies. Please keep in mind that a teach-in is practical, participatory and action oriented.



Faculty and staff have access to a online professional development resource. The 20 Minute Mentor Commons is a growing library of video-based programs to help you address teaching opportunities and challenges. Each video is 20 minutes in length and is accompanied by PDF handouts and a transcript.

To activate your 20 Minute Mentor Commons subscription, contact us at ftlc@gvsu.edu and we will send you the GVSU activation code.

2015 ETOM Fall Conference



November 6, 2015
Grand Valley State University
Mary Idema Pew Library
 The Educational Technology Organization of Michigan Fall Conference focuses on faculty and the innovative ideas they have implemented in their online classes to increase student success. [To learn more...](#)

We especially encourage contributions with an intersectional framework (considering interconnections of racism, classism, sexism, heterosexism, ableism, xenophobia, etc.), and sessions that include faculty, staff, and students as co-creators.

To contribute a session, please fill in the form on the Teach-In website (www.gvsu.edu/teach-in) by Monday, November 16. A complete schedule for the Teach-In will be available on the Teach-In website by Monday, December 14.

If you would like to be involved in helping to plan this year's Teach-In, please email gipsonk@gvsu.edu.

Collaborative Online International Learning (COIL)

Session Host: Mark Schaub, Padnos International Center
Friday, October 30, 12 - 1:30pm
3068 JHZ



As you know, one of the specific objectives (1.D.1) is for every undergraduate major to have global learning in one or more required courses in that major. One of the best ways to incorporate experiential global learning into your course is to have the students work with students in a similar, parallel course in another country, another culture. The "COIL" project is a popular avenue for that.

COIL (Collaborative Online International Learning) is an approach to fostering global competence through development of a multicultural learning environment that links university classes in different countries. Using various communication technologies, students from different countries complete shared assignments and projects, with faculty members from each country co-teaching and managing coursework. Please register for this hosted webinar in [Sprout](#).

Foundations for Digital Self-Determination in the Humanities

DR. RAY SIEMENS

BIG DATA AT GVSU

Dr. Ray Siemens
Canada Research Chair in Humanities Computing and Distinguished Professor in the Faculty of Humanities, University of Victoria

Tuesday, November 3, 3 - 5pm
Grand River Room, Kirkhof Center

2015 Academic Advising Conference



**Friday, November 13,
9am - 12:30pm
Holland Campus**

The Academic Advising Professional Development Committee would like to invite you to join faculty and staff as we share and discuss the work advisors are doing on campus. The conference will provide an opportunity for faculty and staff to not only learn from, but also inform others on the great things happening at GVSU. Please register in [Sprout](#).

This talk is a general introduction to digital humanities, an area of scholarship and teaching that has exploded in recent years. Dr. Siemens will discuss how the humanities are changing in light of technology and the ability to access and store large amounts data. What knowledge can we discover with these powerful tools that we didn't have in the past? All faculty, staff and students are encouraged to attend. **LIB100 APPROVED**

Research Partnership Toward Open Social Scholarship: Implementing New Knowledge Environments 2.0

DR. RAY SIEMENS



Dr. Ray Siemens

Canada Research Chair in Humanities Computing and Distinguished Professor in the Faculty of Humanities, University of Victoria

Wednesday, November 4, 10 - 11am

Multipurpose Room, Mary Idema Pew Library

This talk will highlight Dr. Siemens' work with INKE, "an interdisciplinary initiative spawned in the methodological commons of the digital humanities that seeks to understand the future of reading and the book through a historical perspective. For this essential work, INKE brings together researchers and stakeholders at the forefront of computing in the humanities, text analysis, information studies, usability and interface design into a network comprised of those who are best-poised to understand the nature of the human record as it intersects with the computer." (<http://inke.ca/projects/about/>). Faculty, staff and interested students are welcome.

Taming the Monster: Rethinking the Role of Content

Session Host: Tom Pentecost, Chemistry, Pew FTLC Faculty Fellow

Tuesday, November 10, 1 - 2:30pm

3068 JHZ

Many disciplines struggle with a vast amount of content that "must be covered". This is often accomplished at the expense of deep learning and time for students to develop and practice the thinking skills needed in the area. I hope that this webinar can catalyze a conversation about the role of content versus the teaching of thinking skills in courses that are buried in content.

This seminar will teach you innovative ways to think about the content that is critical for your students to learn and remember. You'll explore

the mission of content in the classroom and how to use it to provide high-quality instruction.

Please register for this hosted webinar in [Sprout](#).

Thinking About Design Thinking

THINKING ABOUT DESIGN THINKING

*Tracy Wacker, University of
Michigan-Flint*

**Thursday, November 19, 1:30 - 3pm
117E DEV**

CAN IT BE INCORPORATED INTO YOUR COURSE?

Design thinking is a method of collaboration that is rooted in human empathy, driven by brainstorming innovative designs, which inspire powerful interactive behaviors to formulate solutions. We will discuss the basic stages of design thinking and use the process to design the integration of this high impact practice

into your courses. Multidisciplinary teams will determine learning outcomes/assignments that enrich learning through student involvement in the design thinking process.

Please register in [Sprout](#).

Greetings Part-time Faculty



Part-time Faculty Liaison

I am proud to work alongside the Pew Faculty Teaching & Learning Center for the 2015-16 school year as this year's Part-time Faculty Liaison. We have an exciting year in the making. Please let your voice be heard and share your responses with the forthcoming email invitation to participate in the "My GVSU: Climate Survey 2015". As you are well aware, evaluations and surveys can be a critical call to action as well as an opportunity to share your voice. Please be sure to share your thoughts and concerns in this year's survey that will be emailed in the next few weeks.

In addition to sharing your responses to the University Survey, the Pew FTLC will be offering upcoming additional invitations for Part-time Faculty to share and participate in online conversations, best practice lessons, as well as informational multi-media tools to help you in your Adjunct/Part-time role at the University. Please feel free to

connect with me at any time. Anchor Up!

Jennifer K. Lattin

Pew FTLC Part-time Liaison

Sr. Part-time Faculty, College of Community & Public Service

lattinje@gvsu.edu

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GRAND VALLEY STATE UNIVERSITY



Pew FTLC

November 10, 2015

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- [Students Write Wikipedia: How to Use Wikipedia as a Teaching Tool](#)
- [Thinking About Design Thinking: Can It Be Incorporated Into Your Course?](#)
- [Community Reading Project: Lunch and Learn](#)

RESOURCE SNAPSHOTS

Online Education Resources

Open Education Resources (OER) are textbooks, learning objects, and other educational materials which are *open*: they are free to use, have few or no access restrictions, and most can be freely remixed,

National Distance Learning Week - November 9-13, 2015



Breakfast in honor of National Distance Learning Week!

Friday, November 13

8:30 – 10am in 119E DEV

We know how much work it takes to develop and teach online/hybrid courses and we appreciate all you do. Come let us

treat you to a light breakfast in honor of National Distance Learning Week!

Please stop by anytime between 8:30 and 10am on Friday, November 13 for our informal meet, greet, and eat. This event is by the staff of IDEL (Instructional Design for eLearning) and the Pew Faculty Teaching & Learning Center. Please RSVP at: <http://goo.gl/uApjt2>

Students Write Wikipedia: How to Use Wikipedia as a Teaching Tool

Jami Mathewson and Ian Ramjohn, Wiki Education Foundation

Wednesday, November 18

3 - 4:30pm

3068 Zumberge Hall

customized, and adapted. Learn more about OER and find resources in your discipline at: <http://libguides.gvsu.edu/oer>

SoTL

Looking to systematically study and publish one of your cool teaching practices? Consider engaging in a Scholarship of Teaching and Learning (SoTL) project. For tips on designing, implementing, and publishing such work, consider [this guided tutorial](#) from the University of Central Florida. Find additional resources on our [website](#).

Mindfulness

Last month, we collaborated with Health and Wellness to host a *Mindful Campus* Event. Dr. Donald McCown - a national expert on the topic - led participatory workshops for faculty, staff, and students. To learn more about mindfulness, its associated health benefits, and how contemplative pedagogy is taking a hold in higher education, visit the new [Mindfulness website](#).

Students use Wikipedia — but have you ever asked them to contribute content? In this workshop, staff members from the Wiki Education Foundation will talk about why Wikipedia's quality is so important and how students can improve academic topics through a classroom assignment. In contributing content to Wikipedia, students gain skills in media literacy, fact-based writing, research, collaboration, and critical thinking. You'll learn about best practices for using Wikipedia as a teaching tool and how Wiki Ed can support you and your students in this innovative service learning assignment. Please register through [Sprout](#).

Thinking About Design Thinking: Can It Be Incorporated Into Your Course?

Tracy Wacker, University of Michigan-Flint

Thursday, November 19, 1:30 - 3pm

117E DEV

Design thinking is a method of collaboration that is rooted in human empathy, driven by brainstorming innovative designs, which inspire powerful interactive behaviors to formulate solutions. We will discuss the basic stages of design thinking and use the process to design the integration of this high impact practice into your courses.

Multidisciplinary teams will determine learning outcomes/assignments that enrich learning through student involvement in the design thinking process. Please register through [Sprout](#).

Community Reading Project: Lunch and Learn

Facilitators: Patty Stow

Bolea and Dana Munk, Pew
FTLC

Thursday, November 19,
noon - 1pm

117E DEV



The goal of CRP Lunch and Learn discussions is to empower both students and faculty to hold critical conversations and raise critical consciousness in the classroom. Using excerpts from Claudia Rankine's *Citizen* this session will share

strategies for incorporating conversations about race into the classroom and managing potential emotional reactions and responses from students. Interested students and faculty can register through [Sprout](#).

Future Lunch and Learn Dates: Wednesday, February 24, noon-1pm,
Mary Idema Pew Library Multipurpose Room and Wednesday, April 6,
location and time TBD, Meeting with Claudia Rankine.

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Pew Faculty Teaching and Learning Center

NOVEMBER 18, 2015

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- [Teaching Strategies & General Education Skills Goals](#)
- [Winter 2016 Teaching Circle Opportunities](#)
- [Online Professional Development Resource](#)

Reminder: Pew FTLC Grant Program Refresh

The Pew FTLC Grant Program is committed to supporting teaching and learning at GVSU by encouraging innovation and growth in a variety of ways and levels of engagement.

- The **Faculty Conference Travel Grant** provides up to \$700 to defray the cost of attending teaching-related conferences, with or without presenting.
- The **Webinar Facilitation Grant** provides up to \$500 for a faculty member to facilitate an onsite group webinar viewing and discussion on a specific teaching and learning related topic.
- The **Teaching Circle Facilitation Grant** provides up to \$500 for a faculty member who facilitates a semester-long faculty dialogue around a particular teaching and learning related book/article.
- The **Sponsored Teaching and Learning Event Grant** supports faculty attendance at specific vetted teaching and learning related workshops, institutes and conferences.
- The **Faculty Learning Community Participation Grant** provides faculty stipends (\$100/semester) to those faculty interested in engaging in a sustained conversation and producing a specific outcome around a teaching and learning topic of special interest.
- Finally, the **Teaching Innovation Grant** is a competitive grant providing up to \$9000 to support faculty in pursuing innovative projects that enhance teaching and learning. The funds may be used to host master teacher/consultant residencies, pay student workers, purchase equipment, travel, cover workshop fees, and other expenses directly related to the innovative activity.

For more detailed information, check out the [Grant Program page](#) on the FTLC website.

Teaching Strategies & General Education Skills Goals

This series of workshops is designed especially for faculty teaching General Education Issues courses. Of course, all are faculty are welcome to attend. This series will be repeated – and expanded upon – during the week of January 4th.

Each of these sessions will (a) provide concrete suggestions on four critical aspects of the topic at hand, (b) provide handouts and sample assignments for each aspect, and (c) allow ample time for discussion and sharing of your successes and challenges. Participants will be sent a link to a 20 min. video presentation to watch in advance of the session. Feel free to attend one or all. Please register through [Sprout](#). If you have any questions, please contact the session facilitator: [Christine Renner](#), Pew FTLC .

Critical and Creative Thinking

Wednesday, December 16, noon - 1 pm 119E DEV

Thursday, December 17, noon - 1 pm 3068 JHZ

Collaboration

Wednesday, December 16, 1 - 2 pm 119E DEV

Thursday, December 17, 1 - 2 pm 3068 JHZ

Problem Solving

Wednesday, December 16, 2 - 3 pm 119E DEV

Thursday, December 17, 2 - 3 pm 3068 JHZ

SESSION DESCRIPTIONS

Critical and Creative Thinking

Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.

This session will address:

- Developing a common vocabulary with your students to describe critical and creative thinking
- Designing assignments that allow students to practice critical and creative thinking
- Advancing students' thinking skills
- Making critical and creative thinking visible via engaging online threaded discussions

Collaboration

Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives learned

through structured activities that occur over a significant period of time.

This session will address:

- Designing meaningful assignments that truly require collaboration
- Ways to assign students to groups
- Helping students become effective group members
- Using document sharing tools to help students collaborate

Problem Solving

Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.

This session will address:

- Engaging students in a question or problem
- Scaffolding the process of inquiry and investigation
- Helping students evaluate and justify their results
- Crafting opportunities for students communication their findings

Winter 2016 Teaching Circle Opportunities

Please email the facilitator to express your interest.

Data Visualization

Dates/Times TBD

Co-Facilitators: [Whitt Kilburn](#), Political Science, and [Gerald Shoultz](#), Statistics

We will study contemporary theory and practice in data visualization, and identify strategies to teach these ideas to undergraduates. The selected book, *Graphical Data Analysis with R* by Antony Unwin, applies techniques of data visualization in the statistical software application, R. The software is a foundation of data visualization by Amanda Cox at *The New York Times*, who will visit the Grand Valley campus in March. Teaching Circle participants will receive a copy of the book. The Data Inquiry Lab will hold introductory workshops at the beginning of the Winter 2016 semester on using R for faculty unfamiliar with it.

Never Send a Human to do a Machine's Job: Correcting the Top 5 EdTech Mistakes

Proposed Dates: 1/19, 2/9, 3/1, 3/29, from 12-1:30pm, DeVos Center

Facilitators: [Erica Hamilton](#), College of Education - Leadership and Learning

According to the book's authors, "technology has transformed our lives, and virtually every school and classroom is connected. Why then, has it not transformed education?" In response to this question, this Teaching Circle seeks to facilitate conversation and learning

regarding educational technology and how it can best be utilized to enhance teaching and learning. Through reading and discussing this book, participants will have opportunities to consider (and re-consider) pedagogy and practice as well as share examples and ideas. Conversations will be aimed at further developing participants' understanding of how/when to use technology to improve student learning outcomes.

Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians

Dates/Times TBD

Facilitators: [Ashley Rosener](#), University Libraries

Through this Teaching Circle, participants will learn about threshold concepts, specifically information literacy threshold concepts. Participants will discover how to create (or edit existing) lesson plans that use information literacy threshold concepts as their foundations through looking at examples created by other librarians as exhibited in the book. Participants will explore how information literacy threshold concepts (in relation to the new ACRL Framework for Information Literacy for Higher Education) relate to the Information Literacy Competency Standards for Higher Education. Participants will use this Teaching Circle to explore new teaching strategies and lessons and share their experiences implementing them in the classroom. Participants will learn from each other in this space with the intent of growing as teachers of information literacy.

Online Professional Development Resource



The 20 Minute Mentor Commons is a growing library of video-based programs to help you address teaching opportunities and challenges. They offer fast and focused solutions to common classroom challenges in just 20 minutes. Each video is accompanied by PDF

handouts and a transcript.

Some recommended student engagement topics include:

- How do I create engaging threaded discussion questions?
- What kinds of questions encourage student interaction?
- How can I reduce student apathy and increase motivation?
- How do I include introverts in class discussion?

Follow this link for a PDF catalog of the most popular [20-Minute Mentor Commons](#) programs and to a listing of all programs, sorted by category, with direct links to each one.

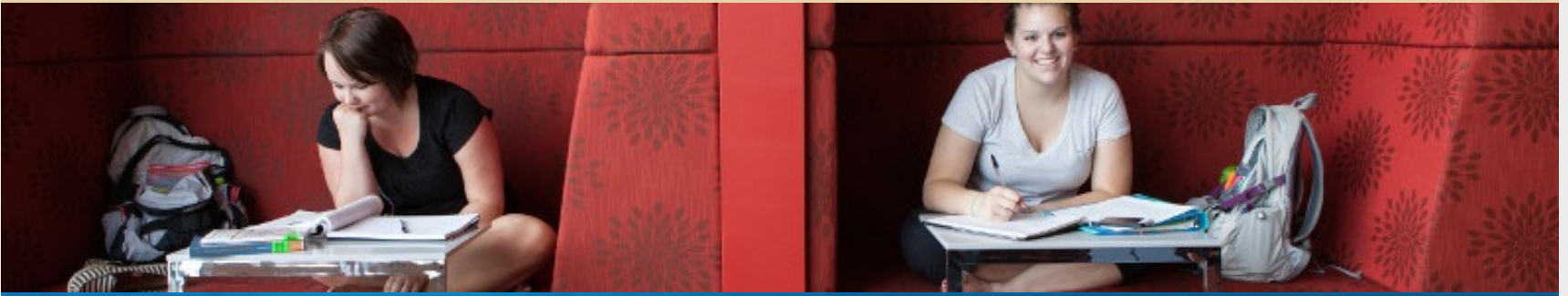
To activate your 20 Minute Mentor Commons subscription, contact us at ftlc@gvsu.edu and we will send you the GVSU activation code.

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GRAND VALLEY STATE UNIVERSITY



Pew Faculty Teaching & Learning Center

December 3, 2015

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Teaching Strategies & General Education Skills Goals

This series of workshops is designed especially for faculty teaching General Education Issues courses. Of course, all faculty are welcome to attend. This series will be repeated – and expanded upon – during the week of January 4th.

Each of these sessions will (a) provide concrete suggestions on four critical aspects of the topic at hand, (b) provide handouts and sample assignments for each aspect, and (c) allow ample time for discussion and sharing of your successes and challenges. Participants will be sent a link to a 20 min. video presentation to watch in advance of the session. Feel free to attend one or all. Please register through [Sprout](#). If you have any questions, please contact the session facilitator:

[Christine Renner](#), Pew FTLC .

Critical and Creative Thinking

Wednesday, December 16, 12 - 1pm, 119E DEV

Thursday, December 17, 12 - 1pm, 3068 JHZ

Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.

This session will address:

- Developing a common vocabulary with your students to describe critical and creative thinking
- Designing assignments that allow students to practice critical and creative thinking
- Advancing students' thinking skills
- Making critical and creative thinking visible via engaging online threaded discussions

Collaboration

Wednesday, December 16, 1 - 2pm, 119E DEV

Thursday, December 17, 1 - 2pm, 3068 JHZ

Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives learned through structured activities that occur over a significant period of time. This session will address:

- Designing meaningful assignments that truly require collaboration
- Ways to assign students to groups
- Helping students become effective group members
- Using document sharing tools to help students collaborate

Problem Solving

Wednesday, December 16, 2 - 3pm, 119E DEV

Thursday, December 17, 2 - 3pm, 3068 JHZ

Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals. This session will address:

- Engaging students in a question or problem
- Scaffolding the process of inquiry and investigation
- Helping students evaluate and justify their results
- Crafting opportunities for students to communicate their findings

Teaching Circle Opportunities - Winter 2016

Data Visualization

Dates/Times: TBD by participant consensus

Location: TBD

Co-Facilitators: Whitt Kilburn, Political Science, and Gerald Shoultz, Statistics

We will study contemporary theory and practice in data visualization and identify strategies to teach these ideas to undergraduates. The selected book, *Graphical Data Analysis with R* by Antony Unwin, applies techniques of data visualization in the statistical software application, R. The software is a foundation of data visualization by Amanda Cox at *The New York Times*, who will visit the Grand Valley campus in March. Teaching Circle participants will receive a copy of the book. The Data Inquiry Lab will hold introductory workshops at the beginning of the Winter 2016 semester on using R for faculty unfamiliar with it. To register, please contact [Whitt Kilburn](#).

Never Send a Human to do a Machine's Job: Correcting the Top 5 EdTech Mistakes

Dates/Times: 1/19, 2/9, 3/1, 3/29, from 12 - 1:30pm

Location: 488C DeVos Center

Facilitator: Erica Hamilton, College of Education - Leadership and Learning

According to the book's authors, Yong Zhao, Gaming Zhang, Jing Lei Wei Qui, "technology has transformed our lives, and virtually every school and classroom is connected. Why then, has it not transformed education?" In response to this question, this Teaching Circle seeks to facilitate conversation and learning regarding educational technology and how it can best be utilized to enhance teaching and learning. Through reading and discussing this book, participants will have opportunities to consider (and re-consider) pedagogy and practice as well as share examples and ideas. Conversations will be aimed at further developing participants' understanding of how/when to use technology to improve student learning outcomes. Books and snacks will be provided by the Pew FTLC. To register, please contact [Erica Hamilton](#).

Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians

Dates/Times: TBD by participant consensus

Location: TBD

Facilitator: Ashley Rosener, University Libraries

Through this Teaching Circle, participants will learn about threshold concepts, specifically information literacy threshold concepts. Participants will discover how to create (or edit existing) lesson plans that use information literacy threshold concepts as their foundations through looking at examples created by other librarians as exhibited in the book. Participants will explore how information literacy threshold concepts (in relation to the new ACRL Framework for Information Literacy for Higher Education) relate to the Information Literacy Competency Standards for Higher Education. Participants will use this Teaching Circle to explore new teaching strategies and lessons and share their experiences implementing them in the classroom. Participants will learn from each other in this space with the intent of growing as teachers of information literacy. Books will be provided by the Pew FTLC. To register, please contact [Ashley Rosener](#).

Faculty Learning Communities – Winter 2016

Intergroup Dialogue and Social Justice Education

Dates/Times: 6 bi-weekly 90-minute meetings TBD by participant consensus

Location: Allendale (location TBD)

Co-Facilitators: Joel Wendland, Liberal Studies, and Marlene Kowalski-Braun, Office of Inclusion and Equity

This faculty learning community will explore, study, and prepare to implement intergroup dialogue as an academic and curricular pedagogy. Intergroup dialogue has its origins in social justice

education that emphasizes the production of safe and “brave” space (Arao and Clemons 2013) in which difficult and less inhibited conversations about experiences with intersectional social identities and their connections to systems of oppression and social structures can take place (May 2015; Collins 2000). The goal of such conversations is to increase “intergroup learning, confidence in engaging social action, learning about the social group identities of self and other, and [reduce] stereotypes and prejudice” (Dessel and Rogge, 2008, 216). In the end, the student participants craft a shared sense of meaning about the issues at stake in the dialogue and take some action to alter existing perceptions or barriers to intercultural relationships. Important social identity dialogues for a potential pilot program may include but are not limited to gender, gender identity, sexuality, race, nationality/migration status, and social class. The goal of the FLC, in addition to the above stated aims, will be to establish a working group to collectively design curriculum that will reproduce a version of this process specific to the needs and resources at GVSU. Active faculty participants will receive a \$100 stipend. For more information, please contact [Joel Wendland](#). Apply on the [Pew FTLC grant application site](#).

Confirmation Bias: What is it? How Does It Affect Us and Our Students? Can Our Writing Assignments Inhibit It?

Dates/Times: TBD by participant consensus

Location: TBD

Facilitator: Lindsay Ellis, Department of English

Confirmation bias is a recognized problem in many fields and professions (Nickerson 1998). It is generally defined as the human tendency to notice only the information that supports our pre-existing ideas (that confirms our biases). On the one hand, it is a necessary cognitive strategy to manage overload in a data-rich environment, on the other hand, it poses a threat to inquiry and critical thinking in both the sciences and humanities. This faculty learning community will discuss what is currently known about confirmation bias, reflect on how it affects our and our students’ thinking, and collaboratively strategize ways to help our students to inhibit it. The work of this FLC will inform a workshop in March or April offered to all faculty, one that examines writing assignments designed to inhibit confirmation bias and deepen critical thinking. This workshop will be carefully marketed to faculty teaching SWS sections of courses. In addition, participants will be invited to design small action research projects on inhibiting confirmation in their own courses, in collaboration with Lindsay Ellis, director of Writing Across the Curriculum. These Scholarship of Teaching (SoT) projects can be written into Faculty Activity Plans (FAPs) as an area of significant focus. Active faculty participants will receive a \$100 stipend. For more information, please contact [Lindsay Ellis](#). Apply on the [Pew FTLC grant application site](#).

Increase Student Engagement in Your Classroom

Dates/Times: 4-5 meetings TBD by participant consensus

Location: TBD

Facilitator: Scott Grissom, School of Computing and Information Systems, Pew FTLC

Dozens of empirical studies show that active learning pedagogies increase student learning, classroom participation, student motivation and faculty enjoyment. Effective strategies include peer instruction (aka clickers), just-in-time teaching, inverted classrooms, process oriented guided inquiry (POGIL) and collaborative learning. The common theme of these approaches is that students spend more time engaged with each other and with the material instead of passively listening to you lecture. Participants will study the benefits of evidence-based instructional practices, witness successful implementations of these strategies at GVSU, develop immediate as well as long range plans for implementing a few activities into your classroom, and assess the impact of the new approach for self-review and to share with colleagues. The facilitator will serve as your personal coach to provide motivation, support, and accountability, as you make meaningful changes to your learning environment. Materials and light snacks are provided by the Pew FTLC. Active faculty participants will receive a \$100 stipend. For more information, please contact [Scott Grissom](#). Apply on the Pew FTLC [grant application site](#).

Engaging Difference in the Classroom through Intercultural Competence

Dates/Times:

Thursdays, 1/28, 2/11, 2/25, 3/3, 3/17, 3/31, 4/14, 10:30-12:00pm

Location: Allendale, room TBA

OR

Fridays, 1/29, 2/12, 2/26, 3/4, 3/18, 4/1, 4/15, 1-2:30pm

Location: Pew Grand Rapids Campus

Facilitator: Dana Munk, Pew FTLC, Office of Inclusion and Equity

Why is Intercultural Competence important in the classroom? Because it has been identified as a key capability for developing positive relationships with students across cultural boundaries, both internationally and domestically. Critical to the faculty role is the fact that intercultural competence is central to such outcomes as the reduction of academic disparities between dominant and non-dominant identity student groups, such as graduation rates, achievement scores, and retention rates.

This Faculty Learning Community will incorporate the Intercultural Development Inventory (IDI) as a means to explore, and ultimately enhance, intercultural competence and the ability of faculty to engage different learners in the classroom. Over the course of the semester, participants will engage in a 4 step process:

1. Complete an IDI assessment to identify intercultural competence orientation
2. Identify goals and challenges based on results
3. Create a targeted development plan
4. Implement strategies into their classrooms

Active faculty participants will receive a \$100 stipend. For more information, please contact [Dana Munk](#). Apply on the [Pew FTLC grant application site](#) by January 11.

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Pew Faculty Teaching and Learning Center

December 16, 2015

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Three Upcoming Conferences

We have just received the Call for Proposals for three local/regional conferences. Please consider presenting your excellent work or attending to learn.

Teaching Strategies and General Education Goals

Thursday, January 7

DEV, TBD

- 10-11am: **Critical and Creative Thinking**
11am-12pm: **Engaging Learning Through Online Discussion**
1-2pm: **Collaboration and Problem Solving**
2-3pm: **Creating and Managing Group Projects in an Online Environment**

Critical and Creative Thinking

Facilitator: Christine Rener, Pew FTLC

Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing. This session will address (a) developing a common vocabulary with your students to describe critical and creative thinking, and (b) designing assignments that allow students to practice and advance their critical and creative thinking skills.

Engaging Learning Through Online Discussion

Facilitator: Glenna Decker, IDeL

Online discussion is a central component of creating a community of

**Equity Within the
Classroom Conference**
March 13-15, 2016
Troy, MI
Proposal Submission
Deadline: January 15

**Scholarship of Teaching
and Learning
Conference**
May 16-17, 2016
Findlay, OH
Proposal Submission
Deadline: February 29

**Windsor-Oakland
Teaching and Learning
Conference**
May 18-19, 2016
Rochester, MI
Proposal Submission
Deadline: February 29

inquiry and promoting critical thinking. Whether teaching a traditional, hybrid, or online course, they can effectively foster faculty-student, student-student, and student-content presence. This session will discuss specific strategies for integrating and managing online discussion.

Collaborative Problem Solving

Facilitator: Christine Rener, Pew FTLC

Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.

Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives learned through structured activities that occur over a significant period of time. This session will address (a) engaging students in a meaningful question or problem, (b) helping students inquire, investigate, and evaluate their results, (c) clarifying expectations for working in groups, and (d) designing assignments applicable in larger classes.

Creating and Managing Group Projects in an Online Environment

Facilitator: Kim Kenward, IDeL

Whether you are teaching online or face-to-face, facilitating group work can often pose challenges for faculty and students. In this hands-on workshop, we will show you a variety of processes and technologies for facilitating group work. We will also provide you with several best practices from online/hybrid instructors who require group work in their courses. Faculty are encouraged to bring their laptops and feel free to bring sample group assignments with you for discussion.

Inclusive Excellence Teaching Institute



May 4-6, or June 22-24, 2016

Inclusive excellence refers to the use of pedagogical strategies that address the needs of students with a variety of backgrounds, learning interests, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally

valued. The Pew FTLC is partnering with the Division of Inclusion and Equity to offer a 3-day intensive workshop designed for faculty who are new to the idea of engaging difference in the classroom, but are ready to make inclusiveness a focus in their teaching.

[**LEARN MORE...**](#)

Mastering Stress

January 19, 12-1pm, 240 CHS

January 26, 12-1pm, 302E DEV

Stress awareness is an important component of your overall health

and wellbeing. Using a mindful approach to stress management, you'll learn tips for identifying stressors in your life and explore practical coping skills. Register in [Sprout](#).

Teaching Circle Opportunities - Winter 2016

Teaching Circles are designed to support faculty dialogue around a particular book or set of readings related to an aspect of teaching and/or learning. Faculty facilitators lead a semester-long conversation, often with four or so meetings over the course of a semester. The Pew FTLC covers the cost of a book for each member of the circle as well as (optional) light refreshments for meetings. All faculty, full- or part-time, are eligible to participate.

The Teaching Circles for Winter 2016 are listed below. Please email the facilitator to express your interest in participating. Additional details for each Teaching Circle may be found on the [Pew FTLC website](#).

Contemplative Teaching

Dates/Times/Location: TBD by participant consensus

Facilitator: [Peter Anderson](#), Classics

Participants in this Teaching Circle will discuss approaches to contemplative practice both as a tool for teachers (in support of their professional activities) and as a tool for students (in support of their academic activities).

Interdisciplining Digital Humanities: Boundary Work in an Emerging Field

Dates/Times/Location: Fridays, 1/22, 2/26, 3/25, 4/15, 9:30 - 11am, 3068 JHZ

Facilitator: [Kim McKee](#), Liberal Studies

Participants in this Teaching Circle will further conversations first initiated in the Fall 2015 "What Do We Mean by Digital Studies" Teaching Circle and serve as one avenue to the continued cross-campus dialogue concerning digital technologies.

Online & Hybrid Teaching Circle

Dates/Times/Location: once-a-month for 90 minutes (one per campus, CHS, Allendale and Pew), TBD by participant consensus

Facilitator: [Kim Kenward](#), Instructional Design for eLearning

Sponsored by IDeL (Instructional Design for eLearning) and the Pew Faculty Teaching & Learning Center, this Teaching Circle will provide a venue for faculty-led dialogue and to share collective expertise regarding online/hybrid instruction at GVSU.

Data Visualization

Dates/Times/Location: TBD by participant consensus

Co-Facilitators: [Whitt Kilburn](#), Political Science, and Gerald Shoultz, Statistics

Participants will study contemporary theory and practice in data

visualization and identify strategies to teach these ideas to undergraduates.

Never Send a Human to do a Machine's Job: Correcting the Top 5 EdTech Mistakes

Dates/Times/Location: 1/19, 2/9, 3/1, 3/29, 12-1:30pm, 488C DEV

Facilitator: [Erica Hamilton](#), College of Education - Leadership and Learning

Participants will engage in conversation and learning regarding educational technology and how it can best be utilized to enhance teaching and learning.

Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians

Dates/Times: TBD by participant consensus

Location: 140A DEV, Steelcase Library

Facilitator: [Ashley Rosener](#), University Libraries

Participants will learn about information literacy threshold concepts and how they relate to the Information Literacy Competency Standards for Higher Education.

Faculty Learning Communities – Winter 2016

Faculty Learning Communities (FLCs) bring faculty together to work on projects of mutual interest. Each FLC consists of a facilitator and a group of 8-12 faculty. All faculty are eligible to participate. The groups meet over the course of a semester or year, working on either collaborative or parallel projects.

Apply on the [Pew FTLC grant application site](#).

Intergroup Dialogue and Social Justice Education

Dates/Times/Location: 6 bi-weekly 90 minute meetings TBD by participant consensus

Co-Facilitators: Joel Wendland, Liberal Studies, and Marlene Kowalski-Braun, Office of Inclusion and Equity

Participants will explore, study, and prepare to implement intergroup dialogue as an academic and curricular pedagogy.

Confirmation Bias: What is it? How Does It Affect Us and Our Students? Can Our Writing Assignments Inhibit It?

Dates/Times/Location: TBD by participant consensus

Facilitator: Lindsay Ellis, Department of English

Participants will discuss what is currently known about confirmation bias, reflect on how it affects our and our students' thinking, and collaboratively strategize ways to help our students to inhibit it.

Increase Student Engagement in Your Classroom

Dates/Times/Location: 4-5 meetings TBD by participant consensus

Facilitator: Scott Grissom, School of Computing and Information

Systems, Pew FTLC

Participants will study the benefits of evidence-based instructional practices, witness successful implementations of these strategies at GVSU, develop immediate as well as long range plans for implementing a few activities into your classroom, and assess the impact of the new approach for self-review and to share with colleagues.

Engaging Difference in the Classroom through Intercultural Competence

Dates/Times/Location:

Thursdays, 1/28, 2/11, 2/25, 3/3, 3/17, 3/31, 4/14, 10:30am-12pm

OR

Fridays, 1/29, 2/12, 2/26, 3/4, 3/18, 4/1, 4/15, 1-2:30pm, Pew Grand Rapids Campus

Facilitator: Dana Munk, Pew FTLC, Office of Inclusion and Equity

Participants will incorporate the Intercultural Development Inventory (IDI) as a means to explore, and ultimately enhance, intercultural competence and the ability of faculty to engage different learners in the classroom.

Community as Classroom: The Pedagogy and Practicality of Community-based Teaching and Learning

Dates/Times/Location: First Meeting – Thursday, January 21, 9:30 -

11am, 302E DEV, subsequent meetings TBD by participant consensus

Facilitators: Danielle Lake, Liberal Studies and Patty Stow Bolea, Pew FTLC

This faculty learning community supports new and engaged scholars in their community-based teaching, learning and research through a community of practice focused on building courses with a service learning (community outreach) focus.

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