

## **Faculty Development Center Program Calendar for 2011-12**

### **August 24th - High Impact Teaching**

**12:00-1:30 p.m. in UC 312**

Various research studies show that certain kinds of teaching experiences seem to have the greatest impact on students' learning. These practices include: first-year seminars, writing-intensive courses, collaborative assignments and projects, undergraduate research, service learning or community-based learning, internships, and capstone courses and projects. Join us for a panel discussion with UMBC faculty who have taught first year seminars, writing-intensive courses, and capstone courses or who have incorporated service or community-based learning or collaborative learning into their courses. They'll share their thoughts on the value of this kind of teaching and provide insights on how to plan such courses for your students. Lunch will be provided. Panelists include:

Marjoleine Kars, History  
Carolyn Tice, Social Work  
Joby Taylor, Shriver Center  
Jeff Leips, Biological Sciences

### **August 25th - Engaging the Millennial Learner**

**1:00–4:00 p.m. (Lunch at 12:30) in Commons 331**

This interactive workshop is facilitated by Christy Price who was named the 2010 Georgia Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). Dr. Price is Professor of Psychology at Dalton State College and a popular presenter and workshop facilitator. What factors influence student motivation and desire to learn? Obviously, there are some influences beyond the professor's control, but research in educational psychology suggests that one thing we can do to increase student engagement is to create learning environments that are in some ways linked to, and supportive of, the current student culture. During this participatory session, we will briefly review the literature regarding the culture of the Millennial student and apply the findings of the presenter's research regarding Millennial student culture. We will specifically discuss the characteristics of Millennials' ideal learning environments, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices. Throughout the workshop, participants will engage in activities that will require them to reflect on their own teaching methods and/or institutional practices. Open-ended questionnaires, check-lists, and digitized video clips of student interviews will be utilized in order to facilitate discussion regarding practical steps we can take to meet the needs of Millennial learners.

### **September 8, 12-1:30 p.m., Commons 329**

#### **Great Teachers Talk about Teaching\***

Join your colleagues for an engaging discussion on teaching, including ideas on: helping students achieve our goals for their learning, dealing with various challenges in teaching we all face, and keeping our teaching fresh and exciting over time. A panel of senior faculty at UMBC, all current or past Presidential Teaching Professors, share their insights gleaned from many years of practice and reflection on teaching. Lunch will be provided. Panelists include:

Lynnda Dahlquist, Psychology  
Wendy Salkind, Theatre

Phil Sokolove, Biological Sciences  
Tim Topoleski, Mechanical Engineering

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**September 9, 12-1:30 p.m., UC 310**  
**Motivating Students to Prepare and Engage in Their Own Learning**

Do you feel that your students come to class unprepared and uninterested? Do you find that students seem unable to learn on their own and lack good study skills? Join this discussion facilitated by Linda Hodges, Director of the Faculty Development Center, on strategies to address these issues. Participants are asked to read two short articles in preparation for the discussion—links will be sent to those who register for the discussion. Lunch will be provided.

**September 15, 12-1:30 p.m., Commons 329**  
**Using Small Group Work Effectively--Ideas from the Lilly Conference**

In this discussion, a panel of faculty share the insights they gleaned from the Lilly Conference this past June on how to effectively use and manage students working in small groups in classes, large and small. Lunch will be provided. The panel includes:

Diane Alonso, Psychology  
Lili Cui, Physics  
Eileen O'Brien, Psychology  
Christelle Viauroux, Economics

**September 29, 12-1:30 p.m., Commons 329**  
**Managing Time and Getting Things Done\***  
**Beth Wells, Assistant Vice Provost for Academic Affairs**

Do you ever feel as if there are not enough hours in the day? Do you find that your plan for work during the day gets overtaken by routine tasks? Do you have a big project looming that will challenge your time management skills? Beth Wells presents tips on how to manage your time effectively, plan projects for completion in the time that you have, and keep your stress levels under control. Lunch will be provided.

**October 3, 12-1:30 p.m. Commons 318**  
**Dealing with Difficult Students: Coping with Class Disruptions and Incivility**

Have you had students become upset and disruptive in class? Have you ever felt that students were exhibiting rude behavior? Did you feel unprepared to cope with the situation or wished you had handled it differently? If so, come join your colleagues for a roundtable discussion about effective strategies for working with difficult, disruptive students. This session is co-sponsored by FDC and the Office of the Vice President for Student Affairs. Lunch will be provided.

**October 6, 12-1:30 p.m., Commons 329**  
**A New Faculty Member's Guide to Research and Funding\***  
**Dr. Ralph Pollack, Office of the Vice President for Research**

As new faculty members you are faced with an enormous number of things to do. You must develop new courses, become proficient at teaching, initiate a research program, take part in departmental and university activities, advise students, learn a new culture, and conduct your personal life, all in an atmosphere that is unfamiliar and with little or no training for such activities. Research is a long term endeavor compared to some of the other demands on your time and can too easily be delayed and left for later. However, research productivity is a critical part of the tenure decision. How then do you develop a

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research program in these circumstances? How can research become an integral part of your academic life? How can you get funding for a research program? In this presentation, Dr. Pollack will discuss setting professional goals and planning, the nature of significant research, how to develop a research idea, and how to plan for funding that work. Lunch will be provided.

**October 20, 12-1:30 p.m., Commons 329**  
**Balancing Teaching and Research\***

Given all that you have to do as a faculty member, how do you manage it all and still have a life? A panel of senior faculty shares their strategies for successfully balancing the multiple demands that faculty face. A question and answer period will follow the panel presentation. Lunch will be provided. Panelists include:

Kevin Eckert, Sociology and Anthropology  
Thomas Field, Modern Languages and Linguistics  
Michael Summers, Chemistry

**October Book Discussion**

***Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom, Second Edition, by John Bean, published by Jossey-Bass, 2011***

**Wednesday Section, October 5 and 19, 12-1:30 p.m., Commons 329**

**Tuesday Section, October 11 and 25, 12-1:30 p.m., Commons 329**

The publisher describes the second edition of this best-seller in this way: "*Engaging Ideas, Second Edition* is a practical nuts-and-bolts guide for teachers from any discipline who want to design interest-provoking writing and critical thinking activities and incorporate them into their courses in a way that encourages inquiry, exploration, discussion, and debate. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues."

Faculty are invited to participate in either Tuesday or Wednesday sections of this book discussion as their schedule allows. The first session of each section (October 5<sup>th</sup> or 11<sup>th</sup>) will deal primarily with ideas found in the first half of the book. The second session (either October 19<sup>th</sup> or 25<sup>th</sup>) will deal primarily with ideas in the second half of the book. All participants will receive a copy of the book ahead of time. Lunch will be provided.

**November 2, 12:00-1:30 p.m., UC 310**  
**Teaching in the Digital Age**

Join your colleagues for a discussion on ways to engage students and promote learning through digital assignments. Donald Snyder from Media and Communication Studies and Craig Saper from Language, Literacy, and Culture share ways that they have used digital assignments to help students deepen their understanding by translating ideas into digital forms. The discussion will center on what the assignments accomplish, how to assess them, how students have evaluated them, and how you might adopt similar assignments in your own courses.

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**November 14, 2011, 12:00-1:30 p.m., UC Ballroom Lounge**  
**Creating Inclusive Classrooms: Supporting LGBTQA Students**

Luke Jensen  
Director, Office of LGBT Equity  
University of Maryland College Park

Do all of your students feel welcome and included in your classrooms? As a faculty member, you may not be aware that our LGBTQA students at UMBC often feel alienated and uncomfortable. Join us for a lunch and learn discussion with Luke Jensen, Director of the Office of LGBT Equity at UMCP. Luke will lead a conversation to stimulate ideas about how to create even safer and more inclusive classrooms and LGBTQA campus climates. He will provide a brief overview to help us establish a common vocabulary (What does the T stand for and what is the difference between transgender and transsexual?) and to address some of the most commonly asked questions about today's LGBTQA students (Is it really okay to say queer?). The remainder of the workshop will be devoted to group conversation and discussion. Lunch will be provided.

**January Book Discussion**  
**January 5<sup>th</sup> and 12<sup>th</sup>, 12-1:30 p.m., Commons 329**

*Effective Instruction for STEM Disciplines: From Learning Theory to College Teaching* by E. J. Mastascusa, W. J. Snyder, and B. Hoyt, Jossey-Bass Publishers, 2011.

Ever wonder why students have such trouble with concepts that seem so straightforward to you? Or why students don't retain information from one course to the next? Or why students have such trouble applying concepts to problems? If so, then join your colleagues for a discussion of the book, *Effective Instruction for STEM Disciplines: From Learning Theory to College Teaching*. We'll discuss the research the authors share from cognitive science on how learning happens and how the ideas can be applied to make our teaching more effective. The sessions will be moderated by Linda Hodges, Director of the Faculty Development Center. Lunch will be provided.

Each participant will receive a copy of the book, and books will be available before the end of the fall semester. The session on January 5<sup>th</sup> deals primarily with chapters 1-6, and the one on the 12<sup>th</sup> deals primarily with chapters 7-11.

**Course Design Workshop**  
**January 20<sup>th</sup>, 10 a.m. to 12:30 p.m., Engineering 023**

Are you rethinking a course you'll be teaching this next year? Or are you planning a new course soon? Or are you interested in finding more efficient ways to think about student assignments? Then join this discussion on ways to think about course design to be more efficient and effective in accomplishing the goals for your courses. During the session participants will 1) set expectations for student learning, 2) plan assignments and class activities that help students achieve the goals for their learning, and 3) design assessments (exams, projects, papers) that measure students' achievement of course goals. Participants should bring a course syllabus or ideas for new courses to the session. Lunch will be provided. During lunch participants will hear from a panel of faculty about their experiences using these principles to design hybrid courses.

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**New Ways to Use Technology to Enhance Your Teaching--Ideas from the Lilly Conference and More**  
**February 9<sup>th</sup>, 12-1:30 p.m., Commons 329**

In this discussion, a panel of faculty share insights, both from the Lilly Conference this past June and from the newest version of Blackboard, on ways that technology can help us engage students and make our teaching more effective and efficient. The panel includes Diane Alonso and Eileen O'Brien from Psychology and Karin Readell, Director of Instructional Technology. Lunch will be provided. [Register](#)

**Teaching Students with Physical or Sensory Impairments**  
**Provost's Lunch Series**  
**February 16<sup>th</sup>, 12-1:30 p.m., UC 310**

Have you ever thought how you would teach a laboratory class to a student who can't see the flame of a burner or read a measurement? Or a communication class to a student who is deaf? Or a field class to a student in a wheelchair? Then join your colleagues for a discussion about meeting the needs of students with physical or sensory impairments. The discussion will be led by faculty member Suzanne Braunschweig and Student Support Services staff Cassie Thompson and Denise Perdue. *(Please note that this session does not deal with students with cognitive, psychological, or emotional disabilities. Please look for a future program on these topics.)* Lunch will be provided.

**February Book Discussion**  
**February 14<sup>th</sup> and 21<sup>st</sup>, 12-1:30 p.m., Commons 329**

*Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*, by **Stephen Brookfield**, published by Jossey-Bass, 2012

As faculty we all want our students to think critically, but what does that really mean, and how do we teach students to do it? You are invited to explore these questions through discussion of best-selling author Stephen Brookfield's newest book, *Teaching for Critical Thinking*. As the publisher states: "In *Teaching for Critical Thinking*, Stephen Brookfield builds on his last three decades of experience running workshops and teaching courses on critical thinking to explore how students learn to think this way, and what teachers can do to help students develop this capacity. He outlines a basic protocol of critical thinking as a learning process that focuses on uncovering and checking assumptions, exploring alternative perspectives, and taking informed actions as a result. Written to address the broad range of disciplines, this book fosters a shared understanding of critical thinking and helps various constituencies adapt general principles to specific disciplinary contexts." All participants will receive a copy of the book ahead of time. Lunch will be provided. The first session will deal primarily with ideas found in the first half of the book, and the second session will deal primarily with ideas in the second half of the book.

**From Classroom Management to Classroom Engagement**  
**February 29<sup>th</sup>, 5:00-6:30 p.m., Shady Grove Campus, Building 3, Room 3226**

How do we get students to engage in class? How do we help them take more responsibility for their own learning and prepare for class? Join this discussion of ways to organize class time, stimulate discussion, and promote more productive class sessions. The discussion will be facilitated by Dr. Linda Hodges, Director of the Faculty Development Center at UMBC. Short background readings will be provided to motivate discussion.

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**Teaching in the Digital Age, Part II: Working and Learning with Media in New Ways**  
**March 14<sup>th</sup>, 12-1:30 p.m., Commons 329**

Join your colleagues for a discussion on ways to engage students and promote learning through assignments that complicate and extend students' understandings of the role technologies—both new and not so new—play in communicative practice. Helen Burgess and Jody Shipka from English share ways that they have used older forms of media to introduce students to digital concepts and practices. The discussion will center on how the assignments invite students to explore the intersection between digital and analog media, how to assess those assignments, how students have evaluated them, and how you might adopt similar assignments in your own courses.

**Not Your Mother's Library—Resources for Research and Teaching**  
**Provost's Luncheon and New Faculty Seminar Series**  
**March 15<sup>th</sup>, 12-1:30 p.m., Commons 329**

Are you aware of the multiple resources and services available to you and your students from the Albin O. Kuhn library? For example, did you know that the librarians are subject specialists and can offer valuable suggestions for beginning your research for publications or grants? Or that they can provide research help for your students via Blackboard? Or that they can help you design research projects for your students that encourage them to become independent learners (and not plagiarize)? Join this discussion with faculty Pat McDermott and Carol Fitzpatrick and librarians Simmona Simmons and Gergana Kostova about the rich and varied ways that the library can support your work as both a scholar and a teacher.

**Teaching in the Digital Age, Part III: Using Social Media and Collaboration Tools to Promote Student Learning**  
**April 11<sup>th</sup>, 12-1:30 p.m., Commons 331**

Join your colleagues for a discussion on ways to engage students and promote learning through the use of wikis, blogs, and social media. Kate Drabinski from Gender and Women's Studies and Tim Phin from Ancient Studies share ways that they have used these platforms to introduce students to digital concepts and practices. The discussion will center on how the assignments address their learning goals for students, how they assess those assignments, how students have evaluated them, and how you might adopt similar assignments in your own courses.

**The Scholarship of Teaching and Learning (SoTL)**  
**May 17<sup>th</sup>, 12-1:30 p.m., Commons 329**

Have you ever found yourself intellectually intrigued by how students learn in your discipline? Or have you been involved in department assessment of student learning activities that have piqued your interest? Or are you already involved in research projects that track student progress and success? If so, then consider joining this lunch discussion on the scholarship of teaching and learning (SoTL). We'll begin to talk about what it is, how to ask good questions, assess outcomes, and publish our work. Lunch will be provided.

**Team-Based Learning Workshop**  
**May 23<sup>rd</sup>, 10 a.m. to 4 p.m., ITE 456**

Have you begun to think that lecturing alone isn't producing the kind of learning you want from your students? Have you tried group work with only mixed results? And regardless of how you teach, do you

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find that students aren't preparing for class? If so, come explore an exciting solution to these issues, [Team-Based Learning](#) (TBL). Using TBL to demonstrate TBL, this workshop will be facilitated by the Faculty Development Center, Division of Information Technology (DoIT) and UMBC faculty who've taught with TBL. Lunch and a copy of the TBL book by Michaelsen, Knight and Fink (2004) will be provided to registered participants.

### **Course Design Workshop**

**June 8<sup>th</sup>, 10 a.m. to 12:30 p.m., Engineering 023**

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Lunch will be provided. During lunch participants will hear from a panel of faculty about their experiences using these principles to design hybrid courses.

Revised 6/12/12

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