

Faculty Development Center Program Calendar 2010-11

Fall Book Discussion

How Learning Works: 7 Research-Based Principles for Smart Teaching

A series of discussions offered by the Faculty Development Center and open to all faculty

Ever wonder why students have such trouble with concepts that seem so straightforward to you? Or why some students just don't understand what you're asking of them, no matter how clear your instructions? Or why students have such trouble putting ideas or skills together? Join us this fall for any or all of a series of discussions on issues of student learning—what causes them and how teachers can effectively address them. The discussions will be moderated by Linda Hodges, Director of the Faculty Development Center. All sessions will be held in The Commons. Light refreshments will be served.

Each participant of any session will receive a copy of the book upon which the discussions will be based, *How Learning Works: 7 Research-Based Principles for Smart Teaching* by Ambrose, et al, Jossey-Bass, 2010. Books will be available 1-2 weeks before the sessions start. Please RSVP to lykenned@umbc.edu to reserve your book and place for any or all sessions. Enrollment is limited.

How Students' Prior Knowledge Can Help or Hurt Their Learning—Chapter 1
Wednesday, September 22, 4-5 p.m., The Commons Room 318

Helping Students Organize Knowledge to Improve Their Learning—Chapter 2
Wednesday, October 6, 4-5 p.m., The Commons Room 329

How to Motivate Students to Learn—Chapter 3
Wednesday, October 20, 4-5 p.m., The Commons Room 318

How to Help Students Develop Mastery—Chapter 4
Wednesday, November 3, 4-5 p.m., The Commons Room 329

How to Provide Practice and Feedback to Enhance Learning—Chapter 5
Wednesday, November 17, 4-5 p.m., The Commons Room 329

How Student Development and Course Climate Matter for Student Learning—Chapter 6
Wednesday, December 8, 4-5 p.m., The Commons Room 329

How to Help Students Become Self-Directed Learners—Chapter 7
Wednesday, December 15th, 4-5 p.m., The Commons Room 329

Spring Programs 2011

Teaching College Science

January 6, 13, and 20, 12:00-1:30 p.m. in the Commons 318

In this short course for faculty, post-doctoral fellows, and graduate students, we discuss short articles on effective ways to teach science given what the research says about how students learn. During the sessions we will think about ways that students learn science, generate questions about how teaching can promote student learning, and discuss resources to help promote student learning. Participants are asked to read short on-line articles before each session and are encouraged to attend all three sessions if possible. Lunch will be provided.

- The challenges in teaching and learning science. January 6
- Teaching to promote learning. January 13
- Thinking about differences in student learning. January 20

Course Design Workshop

January 12, 5:30-7:00 p.m. in the Commons 329

Are you rethinking a course you'll be teaching for spring? Or are you planning a new course? Or are you interested in general in streamlining your course planning or finding more efficient ways to think about student assignments? Then join this discussion on ways to think about course design that can be more efficient and effective in accomplishing the goals for your courses. Participants should bring a course syllabus or ideas for new courses to the session. A light dinner will be provided.

Creating Effective Library Assignments

January 24, 12:00-1:30 p.m. in the Commons Room 329

Do you struggle with ways to help your students learn how to do library research? Have you found that assignments such as scavenger hunts just don't seem to be as effective as you hoped? Please join a panel of your colleagues and library staff for a discussion of effective ways to engage students in the all-important skill of finding resources. Lunch will be provided.

Teaching with Clickers for Deep Learning

February 9, 12-1:30 p.m. University Center 310

Dr. Derek Bruff, noted author of *Teaching with Classroom Response Systems: Creating Active Learning Environments*, will lead this session.

Classroom response systems ("clickers") are technologies that enable teachers to rapidly collect and analyze student responses to multiple-choice questions during class. Although clickers can be used to ask students the kinds of multiple-choice questions you might put on a test, other kinds of questions can often promote deeper learning. In this talk, we'll explore ways to craft clicker questions that help students to engage more meaningfully with course content, including questions designed to address student misconceptions, surface student opinions and experiences,

and foster critical thinking skills. We'll also discuss strategies for leading class discussions using clicker questions that frame and motivate those discussions.

Balancing Research and Teaching

February 9, 4-5:30 p.m. in the Commons 329

A panel of senior faculty share their strategies for successfully balancing the multiple demands that faculty face. A question and answer period will follow the panel presentation. All interested faculty are invited to attend. Light refreshments will be served. Panelists include:

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

The Power of Using Small Group Activities to Promote Student Learning

March 2, 12-1:30 p.m. University Center 310

A panel of UMBC faculty share the variety of ways that they have used students working in small groups either in or out of class as a way to help students develop deeper understanding. Panelists include:

Eric Anderson, Physics
Lili Cui, Physics
Kathleen Hoffman, Mathematics and Statistics
William LaCourse, Chemistry and Biochemistry
Jeff Leips, Biological Sciences

Spring Book Group

Teaching What You Don't Know

Thursdays, March 3 and 10, 4-5:30 p.m., Commons 318

With your specialized graduate and post-graduate training do you feel unprepared when asked to teach the department survey course? Or methods course? Or a course in another subspecialty? Or as a veteran professor, do you have an exciting, yet daunting, chance to teach in brand new area? Or do you struggle to identify with the new generation of students? Whether new instructor or seasoned professor, most of us have been or will be called on to teach outside our particular specialty and/or to students we don't understand. Whether we view this as a frightening challenge or exciting opportunity, teaching a course not in our comfort zone poses special challenges. It's also a great opportunity to re-envision our teaching. In this book discussion we'll candidly talk about strategies to address the problems in teaching in a new area and how rethinking our approach can help us overall in being efficient and effective in our role as teachers. Each participant of either session will receive a copy of the book upon which the discussions will be based, *Teaching What You Don't Know*, by Therese Hutton, Harvard University Press, 2009. Books will be available 1-2 weeks before the sessions start.

Team-Based Learning

April 13, 12-1:30 p.m. Room to be announced.

Team-based learning has been described as “group work that really works.” This classroom approach exploits the elements of effective group work in a coherent strategy that promotes students’ self-directed learning. John Fritz from DOIT and Sarah Leupen in the department of Biological Sciences share their insights from using this approach here at UMBC.

Lunch is provided. Please RSVP by April 6th to fdc@umbc.edu.

FDC Summer Book Group

Effective Grading, 2nd edition, by Barbara Walvoord and Virginia Anderson, 2010.

June 8 and 22, 12-1:30 p.m., Commons 329

Do you sometimes feel that the time you spend in grading doesn’t pay off in improvement in student learning? Would you like to find ways to make grading more efficient? Do you ever wonder about the relationship between grading and assessment? Please join your colleagues for a discussion of *Effective Grading* by Walvoord and Anderson. The second edition of this classic in the field provides a wealth of ideas on how to maximize the effectiveness and efficiency of grading and tie it more closely to student learning. The discussion will be facilitated by Linda Hodges, Director of the Faculty Development Center. All participants will receive a copy of the book (available at least a week before the session). The session on June 8th will deal primarily with chapters 1-6, and the session on June 22nd will deal more with chapters 7-13, but faculty and staff are welcome to attend either or both sessions. Lunch will be provided.

New Faculty Seminar Series & Provost’s Luncheons 2010-11 The Commons, Room 329 at Noon

Provost’s Luncheon: Friday, September 17th

Ralph Pollack: Building a Winning Research Proposal

Presentation and questions and answers with Dr. Ralph Pollack on how to prepare a research proposal.

Provost’s Luncheon: Friday, October 8th

Learning Resource Center and Student Support Services: Meeting Student Needs

All UMBC faculty encounter students with special needs, from peer tutoring to disability accommodation. Meet the experts from the Learning Resource Center and Student Support Systems in this session and learn how to refer and support students for success.

Provost’s Luncheon: Thursday, October 21st

Jocelyn Chasis and Office of Sponsored Programs: OSP Resources to Support Faculty Research

Presentation and a question and answer session with Jocelyn Chasis, Director of the Office of Sponsored Programs, and her staff, on services to support faculty research and the development of a successful research program.

Provost's Luncheon: Friday, November 12th

Making Your Place at UMBC: Sound Advice from Junior Faculty

A panel of junior faculty discuss lessons learned and offer suggestions on adjusting to UMBC's culture and community.

Provost's Luncheon: Thursday, February 10th

Steven McAlpine: Overtures, Soliloquies, & other Performances: Integrating the Arts into the College Classroom

Steven McAlpine, Assistant Director of Interdisciplinary Studies, will share techniques from his writing intensive class (INDS 330: Ways of Knowing) for engaging student interest and critical thinking through the use of songs, film excerpts and other media, and "performing" quotes from literature and drama that are relevant to course content. Participants will share their own use of art forms outside their academic disciplines and how those art forms enhance their (or their students') understanding of complex concepts.

Provost's Luncheon: Thursday, April 14th

Beth Wells: Managing Time and Summer Goals

As you finish up the semester, Beth Wells, Assistant Vice Provost for Faculty Affairs, will cover basic stress and time management skills, and give you tips on how to accomplish your goals over the summer.