2018 Provost's Teaching & Learning Symposium Program

Transformative Learning Experiences for Diversity & Inclusion
October 12, 2018

9:00-9:30 am *Breakfast with the Deans* *UC Ballroom*

We invite you to start your Symposium experience by joining our Deans over breakfast! The Deans of CAHSS, CNMS, COEIT, and UAA will be present to chat with you about how well we support student success in our classes and programs, how we could improve, and strategies to strengthen the effectiveness of our teaching and student support.

- Keith J. Bowman, Dean, College of Engineering and Information Technology
- Scott E. Casper, Dean, College of Arts, Humanities, and Social Sciences
- Katharine Cole, Dean, Undergraduate Academic Affairs
- William R. LaCourse, Dean, College of Natural and Mathematical Sciences

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9:30-9:50 am *Welcome & Announcements* *UC Ballroom*

- Philip Rous, Provost & Senior Vice President for Academic Affairs
- Linda C. Hodges, Associate Vice Provost & Director of the Faculty Development Center

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10:00-10:40 am *Concurrent Sessions*

High Impact Practices Engineering 023

Research shows that practices such as first-year experiences, undergraduate research, study abroad, service learning, community-based learning, and ePortfolios are beneficial for students from many backgrounds and have a high impact on student retention and engagement. At this session you'll learn how UMBC colleagues are implementing and assessing such practices.

- Jill Randles, Office of Undergraduate Education (Moderator & Presenter)
- Carolyn Forestiere, Political Science
- Laura Ott, College of Natural and Mathematical Sciences
- Hannah Schmitz, Shriver Center

Enhancing the Teaching & Learning Journey with Blackboard Ultra
Engineering 102

How can you make Blackboard Ultra work effectively for you and your students? Join this panel presentation to learn from staff and faculty experts who have been piloting the new interface for the past year. Find out how UMBC's learning management system has evolved and what's changed, discuss the underlying pedagogy and how to use it to improve student learning, review best practices for Ultra's various features, and evaluate your course's readiness to upgrade to the Ultra Experience.

- Mariann Hawken, Instructional Technology (Moderator & Presenter)
- Mary Tabaa, Education
- Gary Williams, Emergency Health Services

Hrabowski Innovation Fund Winners
University Center 310

In this presentation, you will learn about UMBC's Hrabowski Fund for Innovation Competition, which supports initiatives to enhance teaching and learning at UMBC, with specific emphasis on innovative approaches to increase student success. This panel of recent award recipients will describe projects that involve interdisciplinary collaborations, supporting student veterans in their transition from military service to studies at UMBC, and training students in machine design and related technologies.

- Meredith Oyen, History
- Neil Rothman, Mechanical Engineering

Deliberative Dialogues: Mapping Your Curriculum
University Center 312

How can we collaborate to build programs that scaffold deeper student learning, measure and improve that learning, and align learning opportunities? Curriculum mapping is one solution. Curriculum mapping helps build collaboration, continuity, and connection across students' learning opportunities, promoting higher level integrative learning, and a more cohesive learning experience. Join this presentation to find out how UMBC programs use curriculum mapping to create deliberative dialogues about student learning across programs.

- Vickie Williams, Education (Moderator)
- Jennifer Callaghan-Koru, Sociology, Anthropology, and Health Administration and Policy
- Eileen O'Brien, Psychology

10:50-11:30 am   *Concurrent Sessions*

High Impact Practices
Engineering 023

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- Jill Randles, Office of Undergraduate Education (Moderator & Presenter)
- Carole McCann & Rachel Carter, Provost's Interdisciplinary Activities Advisory Committee
- Ciara Christian, Language, Literacy, and Culture, Kiplyn Jones, Shriver Peaceworker Fellow, & Maria Sanchez, College of Engineering and Information Technology

Bridging Student Learning Outcomes & Student Success Analytics   Engineering 102

This panel presentation challenges you to ask questions about student learning and success in your classes and programs. Our presenters raise their own questions and demonstrate how they synthesize direct and indirect evidence to find answers. You'll learn how your colleagues are integrating and interpreting learning data to gain deeper understanding of how students are learning and where they need additional support.

- Sherri Braxton, Instructional Technology (Moderator)
- Delana Gregg, Learning Resources Center
- Connie Pierson, Institutional Research
- Liz Stanwyck, Mathematics and Statistics

Assessing and Integrating Curricular & Co-Curricular Student Learning   University Center 310

How do curricular and co-curricular learning opportunities intersect to enhance student learning? You know your students have opportunities to learn out of class—after all, you encourage them to attend lectures, participate in undergraduate research, and take part in social experiences to help them grow and become more engaged in the classroom. How can educators assess and integrate learning evidence from all kinds of experiences? Join this panel to find out how faculty and staff measure learning in a range of activities and integrate those results for a fuller view of our students.

- Kate Drabinski, Gender and Women's Studies (Moderator & Presenter)
- Lisa Beall, Office of Undergraduate Education
- Brittini Brown & Ken Schreihofer, Student Affairs
- Kacie Lawrence, Career Center

Teaching for Inclusive Excellence Workshop   University Center 312

Inclusive excellence is a core value of the UMBC community, and we are fortunate to have a student body that is richly diverse in experiences, backgrounds, and thinking. Research shows that faculty from any discipline can take steps to create classrooms that welcome all students and help them feel valued as a part of the UMBC learning community. This workshop and discussion will engage participants around key principles and pedagogical practices for creating a welcoming class climate and inclusive syllabi and assignments that address diversity in race, class, ethnicity, religion, gender, sexuality, ability, and learning preferences. Faculty will discuss ways to apply the strategies in their own classrooms and/or laboratories.

- Kimberly Moffitt, American Studies (Facilitator)

11:30 am-12:15 pm   *Poster Presentations*   *UC Ballroom Lounge*

1. *On the Road to Independent, Lifelong Learners: The Learning Resources Center: A Student-Centered Tutoring Practice*, Ira Fabri, Jordan White, and Elaine MacDougall (Learning Resources Center)
2. *Supplemental Instruction: Supporting Student Success in Difficult Courses*, Delana Gregg and Deborah Webb (Learning Resources Center)
3. *Identifying Effective Assessment Technologies*, Jennifer M. Harrison (Faculty Development Center) and Sherri N. Braxton (Instructional Technology)
4. *The Road to Blackboard Ultra*, Mariann Hawken (Instructional Technology)
5. *Making Course Content Accessible: A Blackboard Ally Pilot*, Mariann Hawken (Instructional Technology)
6. *Universal Design for Instruction*, Michael Canale (Office of Access and Disability Services)
7. *Grand Challenge Scholars Program: Fostering Student Leadership Opportunities*, Maria Sanchez (Engineering and Information Technology), Connor Ganley (Chemical Engineering), Ciara Christian (Engineering and Information Technology/Peaceworker Alum), and Kiplyn Jones, (Shriver Peaceworker Fellow)
8. *Amazing Stories: UMBC's CoLab Investigation of Science Fiction Zines*, Donald Snyder (Media and Communication Studies) and students from IS, MCS, and Biochemistry
9. *Mi manual útil de expresiones en español.- My Useful Manual of Spanish Expressions: Reinforcing The Value of Language in Our Students' Future Careers*, Milvia Hernandez (Modern Languages, Linguistics, and Intercultural Communication)
10. *Teaching a Course Abroad*, Caylie Zidwick and David Di Maria (International Education Services)
11. *The Inclusion Imperative*, Jessica Berman (Dresher Center for the Humanities)
12. *Assessment of Student Practice Competencies: A Focus on Diversity*, Carolyn Tice, Adrienne Ekas-Mueting, and Shelly Wiechelt (Social Work)
13. *Quantitative and Qualitative Assessments of Student Perspectives Regarding Competency Achievement in the Health Administration and Policy Program*, Jennifer Callaghan-Koru and Catherine Birger (Sociology, Anthropology, and Health Administration and Policy)
14. *STEM Undergraduate Research Experiences: Student Veteran Perspectives*, Laura E. Ott (Natural and Mathematical Sciences) and William R. LaCourse (Natural and Mathematical Sciences and Chemistry and Biochemistry)
15. *Development and Assessment of a Six-Week, Authentic, Group Research Experience for Community College Students at a Research Intensive University*, Laura E. Ott (Natural and Mathematical Sciences), Kathleen Stolle-McAllister (Psychology), Jennifer Hosler (Psychology), Kathy Lee Sutphin (Natural and Mathematical Sciences), Philip Farabaugh (Biological Sciences), Kenneth Maton (Psychology), Philip Rous (Provost and Physics), and William R. LaCourse (Natural and Mathematical Sciences and Chemistry and Biochemistry)
16. *Student Mindset in General Education STEM Classes*, Suzanne Braunschweig (Geography and Environmental Systems), John Fritz, (Information Technology),

Kalman Nanes (Mathematics and Statistics), and Liz Stanwyck (Mathematics and Statistics)

17. *Encouraging Metacognition by Asking Students to Predict Exam Questions AND Answers*, John Fritz (Information Technology) and Suzanne Braunschweig (Geography and Environmental Systems)

18. *Examining Affective Dimension of Learning Using Ubiquitous Sensing and Computing Systems*, Jiaqi Gong (Information Systems)

19. *Multidisciplinary Research and Education on Big Data + High Performance Computing + Atmospheric Sciences*, Jianwu Wang (Information Systems), Matthias K. Gobbert (Mathematics and Statistics), Zhibo Zhang (Physics), and Aryya Gangopadhyay (Information Systems)

20. *Cell Phone Surrender: A Policy to Increase Student Engagement*, Sarah Leupen (Biological Sciences)

21. *Interactive Computer Simulations as Pedagogical Tools for Biology Labs*, Mauricio Bustos (Biological Sciences), Sarah Leupen (Biological Sciences), Karen Whitworth (Biological Sciences), and Christopher Rakes (Education)

22. *Infographic Posters in Cell Biology: An Exercise in Non-Wet Bench Research*, Javier Rivera Guzman (Biological Sciences)

23. *Increasing Student Participation, Interest, and Recruitment in Engineering and Science (INSPIRES)*, Tory Williams, Jonathan Singer, Christopher Rakes, and Jacqueline Krikorian (Education)

24. *Infusing Ethical Considerations in a Data Science Curriculum*, Vandana P. Janeja (Information Systems) and Susan M. Sterett (Public Policy)

25. *Enhancing Interest in Cybersecurity Careers through Peer Mentoring*, Vandana P. Janeja, Carolyn Seaman, and Aryya Gangopadhyay (Information Systems)

26. *Collaborative Transformation of Teaching and Learning in the Library: A Follow-Up on the Reflective Portfolio Project*, Joanna Gadsby and Lindsey Loeper (Albin O. Kuhn Library & Gallery)

12:15-12:30 pm   *Lunch*   *UC Ballroom*

12:30-2:00 pm   *Plenary Presentation*   *UC Ballroom*

Integrative Learning in a Dis-integrative Era

What would a higher education look like if we were designing it now, given what we know about the full spectrum of learning, about the expanding population of students entering higher education, the global digital ecosystem and the challenges that lay ahead for our graduates? This talk will explore the "first quadrant," where the axes of "inclusion" and "integration" come together: the creative imperative to focus our efforts on the most transformative learning experience for the most diverse range of students. Now is an urgent time to leverage the best of what higher education has to offer while responding to a world riven with inequality, driven increasingly by algorithms and artificial intelligence, and where uncertainty and rapid change will become the norm for the next generation.

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Dr. Randy Bass is Vice Provost for Education and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House incubator for curricular transformation and co-directs the Hub for Equity and Innovation in Higher Education. For 13 years he was the Founding Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS).

He has been working at the intersections of new media technologies and the scholarship of teaching and learning for thirty years. From 2003-2009 he was a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, where he served, in 1998-99, as a Carnegie Fellow. In 1999, he won the EDUCAUSE Medal for Outstanding Achievement in Technology and Undergraduate Education. Bass is the author and editor of numerous books, articles, and electronic projects, including (with Bret Eynon), *Open and Integrative: Designing Liberal Education for the New Digital Ecosystem* (2016) and (with Jessie Moore), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (2017).

2:00-2:15 pm   *Closing Remarks*   *UC Ballroom*