



MONTCLAIR STATE UNIVERSITY

Research Academy for University Learning

The Research Academy for University Learning, in partnership with the Office of the Provost, invites proposals for the Ninth Annual University Teaching and Learning Showcase to be held at Montclair State University on May 15, 2019. The Showcase will be held in the University Hall 7th Floor Conference Center. Sessions will be scheduled throughout the day, and will be mixed with breakfast, lunch, a series of focused presentations and breakout sessions, as well as a poster session.

Our keynote speaker this year will be **Dr. Linda B. Nilson, Director Emerita of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University**

Bio: Author of *Teaching at Its Best: A Research-Based Resource for College Instructors* (Jossey-Bass, 2016), now in its fourth edition, and *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Anker/Jossey-Bass, 2007), ***Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* (Stylus, 2013)**, and *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (Stylus, 2015).

Her latest books are *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research* with Ludwika A. Goodson (Wiley, 2018) and *Creating Engaging Discussions: Strategies for "Avoiding Crickets" in Any Size Classroom and Online* with Jennifer H. Herman (Stylus, 2018).

Full biography is below.

Keynote: Self-Regulated Learning: Active Learning on the Inside

Most students have serious misconceptions about learning, especially about the amount of effort and focus it requires and your role in their learning process. As a result, few students can retain the course content and skills or learn from their mistakes. Self-regulated learning dispels these misconceptions and helps students understand what learning actually involves. After this keynote, you will be able to explain what self-regulated learning (SRL) is, what line of research gave rise to it, and how it enhances student learning and adult success. This keynote will summarize some of the evidence behind this claim. In addition, you will be able to implement SRL activities and assignments for the start and end of a course.

Workshop: Some Self-Regulated Learning Activities and Assignments

This workshop explains and demonstrates specific strategies that you can use to dispel your students' misconceptions about learning and transform your students into self-regulated learners. By the end, you will be able to design and integrate into your

courses proven self-regulated learning assignments and activities, none of which takes much time or forces you to give up content. This workshop will address a sample of these activities and assignments, specifically some of those connected to readings (or videos or podcasts), live lectures, assignments, and exams. You will also experience two of the activities as students do.

We invite all teaching faculty and staff to consider their practice and research and invite you to share with your colleagues and the campus community by presenting at our Annual Showcase. Your work can contribute to ongoing development and faculty learning that continually improves the student experience and deep learning.

We invite submissions that represent theory, research, or practice in university teaching and learning, and will prioritize proposals that are evidence-based practices or research that seeks to understand and improve learning and teaching across the disciplines. The Showcase will provide University scholars with the opportunity to share their projects and practices, acknowledge our colleagues' accomplishments, and hold cross-disciplinary conversations to build upon each other's findings in the hopes of establishing future collaborations and deeper learning opportunities for Montclair State students and faculty.

Types of presentations

Proposed sessions can take any of the following forms, but need not be limited to this list:

- Roundtable Discussions provide an alternative forum for discussion and debate of a specific issue. This format is especially appropriate for sessions in which the presenters' role is to facilitate the audience's exploration of the issue. One or more facilitators may lead a roundtable discussion.
- Workshops provide a means to teach new skills of relevance to the field. One or more instructors may teach a workshop.
- Discussions and
- Poster Presentations focus on the presentation of the author(s) contribution to theory, research, and/or practice through illustrative materials displayed on posters. The presenter(s) remain with his/her poster during specific time of the conference so that viewers may have the opportunity to ask questions and exchange ideas.
- Demonstrations – demonstrations are interactive and ask the participants to engage in and try out a new and specific practice in teaching and learning that could be applicable to a certain discipline or used widely by a variety of disciplines. The participants will expect to learn a new teaching approach by following a demonstration from the presenter.

We also invite the possibility of sessions or demonstrations that might be conducted from remote locations through close-circuit television, the Internet, or Virtual World. If you have alternative ways to share your ideas and work, please do not hesitate to propose them.

The Showcase sessions will be approximately 50 minutes in length, though special time requests (such as double-length sessions) will be considered. Please be sure to identify for the committee where and how you believe your work is best highlighted.

See the topic areas outlined below:

- Undergraduate research (student involvement in, student-initiated, student presentations of, etc.);
- Active and Engaged Learning (syllabus design, assignment design, in and out of class activities, effective online assignments, community building, group work, engaging classroom discussions, etc.);
- Faculty and Student Panels on Mediating Conversations on Critical Ethical Issues on Campus and in the Classroom (this is the culmination of an ongoing series of campus discussions regarding how to mediate conversations in the classroom around ethical issues; initial meeting was held on February 17);
- Faculty Research and Writing (time management, proposal writing, organizing research, conversations about the challenges of conducting research and writing);
- Teaching with Technology and Online Student Engagement (assignment design, setting up discussion boards, challenges of, how to structure, creating learning modules, working with Canvas, etc.);
- Writing Across the Disciplines (student writing in the discipline (science, technical, research, analyses); designing writing assignments for deep learning, to prevent plagiarism, getting students to read to strengthen their writing, etc.);
- Assessment (forms of learning assessment, what does "effort" means, formative versus summative assessments of learning, to rubric or not to rubric, etc.).
- Other: please describe.

Proposal Submissions

We invite you to submit a proposal by April 5, 2019. You are welcome to propose presentations that involve collaborations. You will receive a response to your proposal no later than April 12, 2018.

Please submit your proposal to: teach-learn@mail.montclair.edu or online at

<https://msusurveys.montclair.edu/index.php/253155/lang-en>

In your submission, please include:

- 1) Title of session
- 2) Presenters (Names, disciplines, institutions, and email addresses of everyone making the presentation)
- 3) Abstract (100-250 words)
- 4) Presentation format: (e.g. demonstration, workshop, poster)
- 5) Special needs (projectors, sound systems, rooms with special configurations)
- 6) Time or location limitations
- 7) Target audience (who would best benefit from your discussion, presentation, or workshop).

Questions about proposals and the Showcase can be directed to the Research Academy for University Learning, teach-learn@montclair.edu, or by calling 973-655-3276.