

8:30 –
8:50am

BREAKFAST & SIGN-IN in CONFERENCE CENTER, 7TH FLOOR, UNIVERSITY HALL

Opening Keynote:

Dr. Linda B. Nilson, Professor Emerita, Clemson University
Self-Regulated Learning: Active Learning on the Inside

Main Floor

Room A – Student Engagement
& Active Learning

Room B –
Topics Using Technology

Room C –
Learning Assessment

PDR–
Evidence-Based Practice

Linda Thomas & Marylou Naumoff
How to Create Student Group Presentation Magic.

Lesley Sylvan & Michael Boyle
Efforts to Improve Students' Reading Compliance and Engagement.

Barry Bachenheimer
Grades are overrated: A case study using standards-based assessment in an online graduate level course.

Catherine Baird & Jonathan Howell
Why They Can't Do Research

Linda B. Nilson
Some Self-Regulated Learning Activities and Assignments

Andriy Fomin
Using online quizzes as a learning activity to facilitate understanding(s) in face-to-face Humanities courses

Nina Goodey, Jaclyn Catalano, & Jim Dyer
Teaching Biochemistry with Primary Literature: The Balance Between Content and Skills

Milton Fuentes & Petty Tineo
Understanding and Addressing Our Biases in the Classroom

LUNCH - Poster Sessions and Raffle Drawing

Christopher Parker
A.I.M.! Acronyms Improving Modules Making Canvas syllabi more accessible.

Jie Gao, Yawei Wang, and Linan Zhang
Getting engaged: Assessing student perceptions of classroom and online discussions in the team teaching context.

ETFP Through the Years!
A curated archive of past projects and research presented via posters created by former Engaged Teaching Fellows and Mentors.

Johanna Quinn
From Papers to Podcasts: Rewriting the Narrative of how College Students Demonstrate Knowledge

Denell Downum & Alfredo Toro Carnevali
Promoting Student Engagement with Reacting to the Past (extended session!)

Todd Federman
Socratic PowerPoint: How to use PowerPoint to create an engaging dialog in the classroom

Julie R. Dalley
The Critical Role of Good Feedback in Learning Assessment

Milton Fuentes, Bryan Murdock & Students
Community Engagement to Support Children Through Optimal Parenting: A Case Study and Panel Discussion

Denell Downum & Alfredo Toro Carnevali
Promoting Student Engagement with Reacting to the Past (extended session!)

Deborah Chatr Aryamontri
Building a Political Career Roman Style: Teaching Through Role-Playing and Contextualizing

Siobhan McCarthy
Making Use of Open Access and Open Education Resources

Apply What You've Learned: Course Design Workshop
Free time to work on any aspect of your course and apply what you've learned with guidance from peers.

9:00am -
10:30am

10:40am -
11:30am

11:40am -
12:30pm

12:30pm -
1:30pm

1:30pm -
2:20pm

2:30pm -
3:20pm

10th Annual University Teaching and Learning Showcase

Keynote: DR. LINDA NILSON, DIRECTOR EMERITA, Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University

Self-Regulated Learning: Active Learning on the Inside

Wednesday, May 15, 2019

9:00am - 10:30am

Main Room

Co-sponsored by the Office of Instructional Technology & Design Services

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.

10:40am – 11:40am

Room A

How to Create Student Presentation Group Magic

Linda Thomas & Marylou Naumoff

Learn to create magical group presentation experiences for your students. Topics covered include structuring groups for maximum creativity, use of the Standard Agenda and self-assessment surveys. Share your experiences in this exciting workshop.

Room B

Efforts to Improve Students' Reading Compliance and Engagement

Lesley Sylvan & Michael Boyle

In this presentation, we will discuss our use of these strategies and their relative success in engaging students with reading including the presentation of some empirical data collected in within our classes. Also, we will explain how our use of these strategies has evolved over time following personal reflections and student feedback. Finally, we will summarize how these assignments can help students learn through multiple modalities.

Room C

Grades are overrated: A case study using standards-based assessment in an online graduate level course.

Barry Bachenheimer

The goal of assessment is to check for understanding and/or competency of knowledge or skill standards using a balance of methods that give useful feedback to inform growth. For many students, they conversely see the goal of assessment is to get a "good grade". This workshop will present in case study format how one professor in an online graduate-level course made adjustments to course assessments including use of essential questions, defined learning objectives represented in single column assessment rubrics, a flexible assessment schedule (including "redos"), detailed learner feedback, assessments focused on knowledge transfer, and significantly reduced emphasis on grades as feedback. Artifacts to be shared will include the syllabi, assessment rationale, assessments, rubrics, as well as qualitative and quantitative student data over three semesters.

President's
Dining Room

Why They Can't Do Research

Catherine Baird & Jonathan Howell

"How many citations do we need?" Does that sound familiar? If you're like most instructors, you have probably struggled to help students navigate the research literature in your discipline, to zero in on a research question that builds on prior work, and to synthesize and properly attribute the work of others. In this session, we invite you to share your struggles and successes, and to uncover aspects of the research process that you as expert take for granted. While we come to the session with insights from the literature on information literacy in our back pockets, the emphasis in this session will be squarely on the practical.

11:40 AM – 12:30 PM

Room A

Some Self-Regulated Learning Activities and Assignments

Linda B. Nilson

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 take much time or force 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.

Room B

Using online quizzes as a learning activity to facilitate understanding(s) in face-to-face Humanities courses

Andriy Fomin

The aim of the proposed paper is to share the preliminary results of implementing online quizzes not only as assessment tool, but also as an auxiliary instructional method in face-to-face Humanities courses (cf. Mezzanotte, 2017). Both anecdotal evidence and literature review point out generally poor compliance of students with reading assignments (e.g., Brost and Bradley, 2006). This phenomenon becomes especially problematic in the courses in which primary educational objectives (such as developing of critical thinking) heavily rely on the mastery of substantial swaths of assigned reading. In order to address this problem, in his teaching, the present author developed a corpus of online quizzes. In addition to extrinsically motivating students to complete the readings, the specific design of these quizzes aims to help the students engage with the text in a more meaningful manner by (1) guiding them through the content of the readings; (2) explaining difficult or unfamiliar concepts and definitions; (3) highlighting the most important aspects of the material; (4) and stimulating healthy skepticism and critical approaches to the studied material.

Room C

Teaching Biochemistry with Primary Literature: The Balance between Content and Skills

Nina Goodey, Jaclyn Catalano, Jim Dyer

The large amount of content often taught in a traditional biochemistry course can make it challenging to ensure students learn both content and other valuable skills. Three instructors at Montclair State University designed an intervention to obtain bigger learning gains in the ability to draw reasonable inferences from observations from scientific data. They asked: Does replacing lecture content in a text book by a research article help or hinder learning of the topic? They replaced a textbook chapter by a research article on hemoglobin and introduced mini lectures, assignments and class activities all focused on the research article. Student learning gains were tested by a content quiz comparing textbook learning to primary literature and a pre- and post-test to show individual student learning gains. We will share our results and practice in this session.

President's Dining Room

Addressing and Understanding our Biases in the classroom

Dr. Milton Fuentes, Petty Tineo

Implicit biases are cognitive traces that are informed by past experiences and inform our current performance (Grenwald and Banaji, 1995). In higher education, these biases can translate to problematic attitudes and unconscious bias towards students, based on their identity (e.g., race, gender), which can consequently lead to discriminatory practices in our classrooms. While previous research has shown a link between instructors' implicit biases and students' academic performance (Jacoby-Senghor, Sinclair, and Shelton, 2015), regrettably, faculty may lack the necessary knowledge, skills, and attitudes to adequately address diversity concerns (Fuentes and Shannon, 2016), requiring additional training in this important area. To address this pressing concern, this workshop highlights best practices informed by social psychology research for understanding and confronting our implicit biases. Specifically, the session will introduce faculty to awareness-raising and prejudice-reduction exercises in order to ensure objective and sound teaching practices.

Lunch, Networking, and Poster Sessions

12:30PM – 1:30 AM

Main Floor

A.I.M.! Acronyms Improving Modules; Making Canvas syllabi more accessible

Christopher Parker

Modular syllabus construction through Canvas, may seem mechanical to students at first glance. But 5, 8, or 12 Modules in your Canvas curriculum can be made more accessible and relevant to students through acronym development. Each module is titled with a word that begins with a letter in an attention-getting acronym. This poster pair gives two examples of acronym construction for courses employing Canvas and presents a method for developing an effective, meaningful syllabus acronym.

Main Floor

Getting engaged: Assessing student perceptions of classroom and online discussions in the team teaching context

Jie Gao, Yawei Wang, Linan Zhang

Teaching interaction, including classroom and online discussions is the most widely used instructional strategy. Evidence suggests that using discussions in teaching would stimulate student engagement and critical thinking skills. Also, according to the literature, team teaching encourages multiple perspectives, promotes dialogue and increased participation, and improves evaluation and feedback. However, little is known regarding different influences of classroom and online discussions on student learning in the team teaching context. In this study, we assess student perceptions concerning the benefits of classroom and online discussions with multiple team teaching strategies applied in a capstone marketing strategies class. We compare how students evaluate discussions in small-group face-to-face classroom discussion and online discussion in the context of using team teaching strategies.

Main Floor

ETFP Through the Years!

A curated archive of past projects and research presented via posters created by former Engaged Teaching Fellows and Mentors.

Featuring the work of English, Communications, Biology, and more from across the disciplines as we celebrate 10 years of faculty engagement with the scholarship of teaching and learning.

Main Floor

From Papers to Podcasts: Rewriting the Narrative of how College Students Demonstrate Knowledge

Johanna Quinn

Analyzing texts and making sense of data are essential components of social science, but there are other ways for students to learn and demonstrate knowledge than through textbooks and academic papers. In this poster, I outline how I incorporated technology and innovative teaching practices into a sociology curriculum. To culminate the course, students worked collaboratively to create engaging audio stories about social problems steeped in sociological theory, historical records, and contemporary issues. By moving beyond papers, the students were able to synthesize knowledge from multiple parts of the course to create original stories demonstrating a higher degree of mastery than they would have on a final exam.

1:30 PM – 2:20 PM

Room A

Promoting Student Engagement with Reacting to the Past (2-part interactive workshop)

Denell Downum, Alfredo Toro Carnivali

Reacting to the Past is an innovative game-based pedagogy that has been shown to enhance student engagement, participation, and retention while helping students to build academic skills. Consisting of elaborate role-playing games set during significant episodes in human history, the pedagogy requires students to engage with complex texts in order to understand the game's historical and intellectual context, and then to take on the roles of actual historical figures. The games encourage a student-centered classroom in which students participate in debate and craft arguments, both written and oral, that support their character's goals. Victory is determined by a series of votes, with those students who are most successful in convincing classmates to vote for their proposals winning the game (grading of students' oral and written work does not necessarily coincide with in-game victory, and is purely the domain of the instructor).

Room B

Socratic Powerpoint: How to Create Presentations that Engage Students and Promote a Socratic Dialogue

Todd Federman

In a workshop setting, participants will learn the Socratic PowerPoint technique that transforms PowerPoint from a potentially dull and boring platform into a dynamic tool that engages audiences and promotes a Socratic dialog with students. In addition to the Socratic technique, participants will learn how to use several tools that will dramatically enhance their proficiency and efficiency in creating PowerPoint lessons. Everyone will leave the workshop with specific skills they will use immediately to improve their own presentations. Workshop participants are encouraged (but not required) to bring a laptop with PowerPoint installed to the workshop.

Room C

The Critical Role of Good Feedback in Learning Assessment

Julie R. Dalley,

How can we establish criteria and standards that meets our goals, objectives, and outcomes in our courses and for deep student learning? What frameworks exist that illuminate student thinking, failures, processes, and ultimately, their progress? Using the work of Bain, Angelo & Cross, Kaufman, Plucker, & Baer, and Ambrose et. al., I will lead a discussion on how we and our students will understand their learning, and how we can assess learning outcomes in any college-level course.

President's
Dining Room

Community Engagement to Support Children Through Optimal Parenting: A Case Study and Panel Discussion

Milton Fuentes, Bryan Murdock & Students

Community-engaged learning, also referred to as service learning or experiential learning, is a pedagogical approach used by some faculty to facilitate learning in an innovative and distinct manner. One of the chief ways the University embraces this commitment is through its Center for Community Engagement, which houses the Engaged Teaching and Learning Fellows. The lead author of this proposal is a second year fellow in the center and is bringing together a panel of relevant stakeholders to showcase the exciting developments that occurred in his course. The course titled, "Community Engagement to Support Children Through Optimal Parenting", trained undergraduate students in the ACT Raising Safe Kids program, a parenting program developed and coordinated by the American Psychological Association. Utilizing Clayton's (2019) Integrated Design of Community-Engaged Teaching and Learning framework, relevant stakeholders, including the course instructor, select students, the Center's Director, and a parent, will articulate key learnings that they experienced through this course. The panel will enumerate questions raised, lesson learned, and insights gained.

2:30PM – 3:20PM

Room A

Promoting Student Engagement with Reacting to the Past (2-part interactive workshop)

Denell Downum, Alfredo Toro Carnivali

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Room B

Building a Political Career Roman Style: Teaching Through Role-Playing and Contextualizing

Deborah Chatr Aryamontri

Making students grasp the particulars of ways of living of past cultures can be quite challenging, especially when they have to deal with the essentials of the very sophisticated and refined political organization of ancient Rome. Even for someone intimately familiar with Roman politics, it is still difficult to understand the long-term development of the Roman government and the basic notions of Roman democracy. This presentation will show how the introduction of a role-playing game makes ancient political beliefs and practices, still at the foundation of our American constitution, come to life. Making students experience in the first person political activities of the Romans, not only keeps their attention levels high, but also increases their understanding of modern practices and helps them become more informed and active citizens.

Room C

Making Use of Open Access and Open Education Resources

Siobhan McCarthy

As the costs incurred by students for tuition and materials continue to rise, as educators we have a responsibility to ensure that resources used in classwork are accessible to all without causing financial burden. In this session we will cover Open Access and Open Education Resources that can be used in both teaching and research, including Open Access journals, Open Education Textbooks, and institutional repositories such as Montclair State's own Digital Commons, and how these tools can decrease costs for your students.

Main Floor

Apply What You've Learned: Course Design Workshop

Julie Dalley, Reba Wissner, Deborah Chatr Aryamontri, and more!

Free time to work on any aspect of your course with guidance from other faculty and design experts. Take the time to apply what you've learned with guidance!