“Engagement and Deep Learning: What the Best College Teachers Do”

Session Descriptions for Faculty Development Day

May 19, 2016

All sessions are in the North Hall rooms.

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<th>Time</th>
<th>Event</th>
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<td>8:30 – 8:45 a.m.</td>
<td>Continental Breakfast</td>
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<td>8:45 - 8:55 a.m.</td>
<td>Welcome: Provost DonnaJean Fredeen</td>
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<td>9:00 - 10:30 a.m.</td>
<td>Morning Plenary Talk</td>
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Title: **What the Best College Teachers Do**  
Presenter: Dr. Ken Bain  
Description: What if learning isn’t really learning? What if it doesn’t engage students and have a sustained and substantial influence on how students will subsequently think, act, and feel? In this highly interactive program, we will explore some important research on how people learn and how best to foster it.  
Biography: Dr. Ken Bain is one of the best-known teachers and scholars of teaching and learning in the United States. A well-accomplished historian, he earned his reputation in teaching and learning with the 2004 publication of *What the Best College Teachers Do* (Harvard University Press), one of the most widely-read and influential scholarly books published in the U.S. in the last half century.

Dr. Bain is currently the president of the Best Teachers Institute, a research and education organization, but he spent much of his academic career at Vanderbilt University, Northwestern University, New York University, before becoming Provost and Vice President for Academic Affairs, and the Professor of History and Urban Education (National Center for Urban Education), at the University of the District of Columbia, a post he lost in July 2013. He was the founding director of four major teaching and learning centers: the Center for Teaching Excellence at New York University, the Searle Center for Teaching Excellence at Northwestern University, the Center for Teaching at Vanderbilt University, and the Research Academy for University Learning at Montclair University.

Dr. Bain has won four major teaching awards, including a Teacher-of-the-Year award, faculty nomination for the Minnie Piper Foundation Award for outstanding college teacher in Texas in 1980 and 1981, and Honors Professor of the Year Awards in 1985 and 1986. A 1990 national publication named him one of the best teachers in the United States. He has also received awards from the Harry S Truman Library, Lyndon Baines Johnson Library, the Ford Foundation, the National Endowment for the Humanities, and the International Studies Association among others.
Session A
Title: From Deep Learners to Problem Solvers
Presenters: Catrinel Haught-Tromp (Psychology) and Don Ambrose (Graduate Education)
Description: Do you want your students to engage with key ideas in your discipline and experience deep learning instead of just hoop jumping for grades? Can you encourage creative connections with important ideas in other disciplines? Would you like to try out some creative and critical thinking strategies that generate intrinsic motivation? This session will expand your repertoire of teaching strategies aimed at strengthening motivation and facilitating deep learning.

Session B
Title: Critically Thinking about Critical Thinking
Presenters: Richard Burgh (Philosophy) and Respondents (Libby Newman, Kim Vaccaro, and Jonathan Yavelow)
Description: Though there is much overlap, the meaning and value of critical thinking is tied to particular disciplines. Critically thinking within mathematics is different from critically thinking with in art; critically thinking within history is different from critically thinking within the natural sciences. Having taught philosophy for 41 years, I’ll talk about what I’ve learned about critically thinking within philosophy, what it means, why it’s valuable and how I go about doing it.

Session C
Title: Remiking Colorblind: Race, Education and Opportunity
Presenters: Sheena Howard (Communication) and Pamela Pruitt (Multicultural Affairs)
Description: This session includes a screening of the documentary Remiking Colorblind, written, directed and produced by Dr. Sheena Howard (Associate Professor in the Department of Communication and Journalism). After the screening, Dr. Howard and Pamela Pruitt will present following topics:
- How to talk to students about race issues in the classroom
- Reinforcing notions of race unconsciously on campus
- How to diversify all types of course content
- How to support faculty of color in your department
- How to better support students of color

Session D
Title: The Process Oriented Guided Inquiry Learning (POGIL) Model
Presenter: Alex Grushow (Chemistry)
Description: Part 1: Introduction to Inquiry Science using a Process Oriented Guided Inquiry Learning (POGIL) Experiment

Participants in this session will carry out a POGIL experiment with two “data-think” cycles. This experiment can be used as an example for an introductory or more advanced courses in physical, biological or earth science, and includes an emphasis on developing questions and experimental methods. After attending this session, participants will be able to:
- Describe the “data-think” cycle and its connection to the scientific process
- Implement this experiment in their own classrooms
- Brainstorm topics for new guided inquiry experiments
Lunch – 12:10 p.m. — 1:10 p.m.

Early Afternoon Concurrent Sessions E – H 1:10 p.m.-2:30 p.m. (Room Locations TBA)

Session E [Closed session for Master Class Participants]
Title: Master Class with Ken Bain
Moderator: Ken Bain
Description: A conversation with the author of What the Best College Teachers Do and What the Best College Students Do and faculty who met throughout the semester to discuss his books.

Session F
Title: Supporting Learning through Curriculum Revision
Presenters: Sharon Morrow & Janet Cape (Music Ed), Anne Osborne (History) and Marge O’Reilly-Allen (Accounting)
Description: Curriculum is the vehicle by which we facilitate student learning. Effective implementation results in student accomplishment of program outcomes. To serve that purpose, the curriculum must be relevant and meaningful to the students and address gaps in skill development. Accounting, History, and Music Education Department faculty will describe how they have supported student learning through curriculum revision in order to foster deep learning, and skill building.

Session G
Title: Remixed Colorblind: Race, Education and Opportunity [Note: this is a repeated session]
Presenter: Sheena Howard (Communication)
Description: This session includes a screening of the documentary Remixed Colorblind, written, directed and produced by Dr. Sheena Howard (Associate Professor in the Department of Communication and Journalism). After the screening, Dr. Howard will present the following topics:
• How to talk to students about race issues in the classroom
• Reinforcing notions of race unconsciously on campus
• How to diversify all types of course content
• How to support faculty of color in your department
• How to better support students of color

Session H
Title: The Process Oriented Guided Inquiry Learning (POGIL) Model
Presenter: Alex Grushow (Chemistry)
Description: Part 2: Structure and Development of a POGIL Lab Experiment
This session introduces the POGIL lab rubric for evaluating experiments. The criteria for a POGIL laboratory experiment will be introduced and applied to the written description of inquiry experiments. Working with the rubric also assists faculty in designing their own POGIL experiments. After attending this session, participants will be able to:
• Use the POGIL lab rubric to discuss the extent to which an experiment meets the POGIL laboratory criteria
• Identify laboratory process skills developed in POGIL experiments
• Begin the process of revising their own experiments using a POGIL framework
Late Afternoon Concurrent Sessions I – K 2:40 p.m. – 4:10 p.m. (Room Locations TBA)

Session I
Title: Civic Engagement in the Classroom
Presenters: Mary Morse (English) and Laurel Harris (English), and Former students (Janave McDonald, Hannah Morris, and Renee Perrette)
Description: Assignments that promote social activism lead to students’ awareness of ways to advance and sustain positive social change. Dr. Morse and Dr. Harris will discuss pedagogical service learning strategies that help students recognize how to shape their academically inspired altruism into models that work to better the lives of their fellow citizens everywhere. We will share strategies for engaging students in community actions that not only connect to learning but also help them understand their own potential to improve the lives of others.

Session J
Title: Learning in College Requires Meta-Reading: How Can We Help Students Develop the Habit?
Chair: Arlene Wilner
Panelists: Kathy Browne (Geosciences), Terra Joseph (English Literature), Elaine Scorpio (Psychology), Bryan Spiegelberg (Chemistry)
Description: The idea of “teaching reading” beyond elementary school is stigmatized as remedial and therefore mostly avoided. However, Ken Bain argues that “the best educators often teach students how to read the materials.” Increasing numbers of literacy specialists agree with Bain, and so do many thoughtful faculty members across the curriculum. This panel argues for teaching college-level reading in every class and illustrates the art of shaping assignments that foster deep learning through judicious integration of content and methods. While strategies are uniquely shaped by disciplinary demands, level of class, and learning goals of a particular task, all have the crucial purpose of helping apprentice readers enact the unconscious meta-reading habits of experts.

Session K
Title: Aligning Assignments with Courses Objectives
Presenters: Jim Castagnera (Criminal Justice), Frances Perrin (Psychology), and Nova Thomas (Voice)
Description: Well-designed and purposeful assessments and activities can greatly enhance student learning. However, their effectiveness is largely determined by their alignment with course learning objectives. If you have a very effective assignment that maximizes learning, then it can be used to articulate a specific learning objective for the course. This session focuses on how faculty from several disciplines design a course assignment that is connected to the course objectives and the program goals.