



Bank of America Center  
for Excellence in Learning,  
Teaching and Technology

# CELTT Teaching & Learning Day

Friday, November 9, 2012

## Program

8:00-8:30 am	<b>Conference Check-in</b> Coffee, tea, and light breakfast available	<b>Law School Lobby</b>
8:30-9:30 am	<b>Welcome and Keynote Address</b>	<b>Law School Moot Court</b>
<p><b>Welcome</b> <i>Paul Walsh and Nancy O'Neill (CELTT)</i></p> <p><b>Keynote address:</b> <b>Disquieting Teaching and Disquieting Learning</b> <i>L. Lee Knepelkamp, Professor of Psychology and Education at Teachers College, Columbia University and Senior Scholar, AAC&amp;U</i></p> <p>Lee Knepelkamp has noted that “it is comfortable to teach the familiar; it is often disquieting, though exhilarating, to teach the new.” Similar to the disquiet that students can experience in encountering new ways of thinking and modes of operating, faculty and other educators must grapple with uneasiness and loss—of authority, of certainty, of the familiar—that can arise when trying out new course structures and pedagogies. Yet venturing into new forms of teaching, particularly those that are student-centered, can yield exhilarating results when it comes to learning. In her keynote address, Dr. Knepelkamp will discuss the important role that disquietude can play in our teaching and learning practices, particularly as we work to create transformational kinds of learning with our students.</p> <p><i>L. Lee Knepelkamp served in the Peace Corps in Costa Rica from 1968 to 1970. She holds a BA degree in literature and humanities from Macalester College and an MA and PhD in counseling psychology from the University of Minnesota. She has been a faculty member and program chair of Counseling and Student Development at the University of Maryland, dean of the School of Education at American University, and academic dean of the faculty at Macalester College. Dr. Knepelkamp is a pioneering scholar of intellectual and ethical development. She is the author of numerous scholarly articles and chapters in these areas as well as identity development, adult learning, and pedagogical design for effective learning environments. A major emphasis of her scholarly work and consultation is on understanding organizational and educational climate and how to facilitate climates that are more responsive to both domestic and global aspects of personal and cultural diversity. At AAC&amp;U, Dr. Knepelkamp has served as a national panel member for the American Commitments and Greater Expectations initiatives. She is a board member and long-time faculty consultant for the Intercultural Developmental Research Institute and is the co-creator of the Practice-to-Theory-to-Practice Model, which is used widely in psychology and higher education.</i></p>		

<b>9:45-11:00 am</b>	<b>Concurrent Sessions I</b>	
	<p><b>Classroom Authority: Getting It, Keeping It, and Letting It Go</b> <i>Carla Barqueiro (CPA), Jack Lynch (Law), Betsy Nix (CAS), and Paul Walsh (CELTT)</i></p> <p>Is there a tension between being an authority and being seen as warm or supporting? Join a UB faculty panel discussing classroom authority and maintaining a healthy and vibrant educational climate. Attendees will be given six scenarios of classroom disruption in an attempt to gauge their own intervention style. A faculty panel will take up issues of being challenged by students, preparing ahead of time, and intentionally involving students in classroom procedural issues and ramifications.</p>	<b>Law School Rm 210</b>
	<p><b>When Students Can't Write</b> <i>John Chapin (ALC) and John Goshert (CAS)</i></p> <p>Why can't students write? In this session, John Chapin will examine this question beyond frustrations with error-riddled student prose to approach the problem more strategically and practically. John Goshert will talk about the integration of reading, writing, and thinking and the importance of models and schema for improving students' critical thinking abilities. They will close out the session with some hands-on techniques that participants can take with them and put to use in their next class: no red pen or grammar handbook needed.</p>	<b>Law School Rm 212</b>
<b>11:15 am-12:30 pm</b>	<b>Concurrent Sessions II</b>	
	<p><b>The Best of Online Teaching Methods</b> <i>Terry Ross (eLearning) and Paul Walsh (CELTT)</i></p> <p>When looking for the best examples of online teaching, don't look outside the institution. This session will present best practices in online teaching via UB-specific examples. Using a cross-section of online courses, attendees will get a tour of some of UB's best examples of what works and what we should all consider including when teaching online. Participants will explore how to get a course started, how to set expectations early, how to be (painfully) explicit with materials, and how to support active learning online.</p>	<b>Law School Rm 210</b>
	<p><b>Out of the Classroom and Into Baltimore: Experiential Learning in the City</b> <i>J.C. Weiss (MSB), Nicole Hudgens (CAS), Sascha Sheehan (CPA), and Nancy O'Neill (CELTT)</i></p> <p>In this session, a faculty panel will discuss the ways in which they utilize Baltimore-based experiential learning in their courses or programs. What difference does experiential learning—when it “works”—make for students? Participants will learn about opportunities that vary in duration and intensity, hear lessons learned, and share their own experiences and advice for optimizing the impact of this kind of experiential learning.</p>	<b>Law School Rm 212</b>

12:30-1:30 pm	<b>Lunch &amp; Discussion with Colleagues</b>	<b>Law School Lobby</b>
1:45-3:00 pm	<b>Concurrent Sessions III</b>	
	<p><b>Sources Matter: Fostering Information Literacy among Students</b>  <i>Catherine Johnson and Peter Ramsey (Langsdale Library)</i>  Research assignments, when well crafted, can be a valuable way to promote critical thinking, subject knowledge, and research skills. This hands-on session will explore characteristics of effective research assignments and techniques for writing research assignments that will inspire students to search for new sources of information and grapple with new ideas. Participants will have the opportunity to create or modify a research assignment to make it more effective for student learning.</p>	<b>Law School Rm 210</b>
	<p><b>Ready or Not: Rubrics, Learning Goals, and Assessment</b>  <i>Charity Fox (CAS), Leigh Goodmark (Law), and Nancy O'Neill (CELTT)</i>  Rubrics are flexible assessment tools that can be used to improve course design as well as to gauge student performance and progress with regard to important outcomes. In this session, Nancy O'Neill will provide a brief overview of rubrics, and then Charity Fox and Leigh Goodmark will describe how they have used rubrics in different courses. Participants then chart out the beginnings of a rubric for a course assignment or consider ways to refine a rubric they currently use.</p>	<b>Law School Rm 212</b>
3:15-3:30 pm	<p><b>Closing Remarks</b>  <i>Beverly Schneller (Provost's Office)</i></p>	<b>Law School Moot Court</b>