



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

Fall Teaching & Learning Day

Friday, October 18, 2013

Program

8:00-8:30 am	Conference Check-in	BC Atrium
Coffee, tea, and light breakfast available		
8:30-9:15 am	Welcome and Poster Session, with remarks by Provost Wood	BC Atrium
<p>Poster 1: Closing the Distance: Studying Baltimore’s Environment Using Hybrid Approaches Kevin M. DeBell, <i>Negotiations and Conflict Management Program</i> “Environmental Conflict,” an offering in UB’s Negotiations and Conflict Management Program, employs a hybrid approach and new technology to enhance the classroom experience. The course purposefully incorporates examples of controversy over Baltimore’s air, water, and land not only to promote a sense of place and community, but to provide students with a common language and geography supporting their on-line interactions. The design of the course connects our city’s local challenges with global environmental phenomena, which allows for a broad range of student research topics.</p>		
<p>Poster 2: Active Learning Strategies to Maximize Student Involvement in Mathematics/ Statistics Classes Haitham M. Alkhateeb, <i>Division of Science, Information Arts and Technologies</i> This poster will highlight active learning strategies that maximize student involvement to enhance teaching and learning in mathematics/statistics classes. The poster will include a review of the research and address common challenges faculty face in using active learning strategies.</p>		
<p>Poster 3: Short and Stout: Designing a Blended, Experiential, Cross-Disciplinary Leadership Course Ed Gibson, <i>School of Public and International Affairs</i> and Carol Molinari, <i>School of Health and Human Services</i> A course in “Experiential Leadership” is offered during Winterim. Students’ diverse disciplines, range of academic backgrounds (both undergraduate and graduate), and compressed study time—due to the three-week duration—create learning opportunities and delivery challenges. The experiential nature of the curriculum, including role plays, reflective exercises (personal assessments), and video-based scenarios, demands creative approaches to course design and delivery. This poster will provide an outline of how this accelerated course intends to engage learners with content by delivering the course in a blended/hybrid format that combines face-to-face sessions with online learning to offer a <i>short</i> and <i>well-rounded</i> course that accommodates the time demands of working students.</p>		
<p>Poster 4: Dim the Lights and Breathe Deeply: A Way to Promote Intrapersonal Communications and Minimize Conflict Among Online Learners Working on Group Assignments Carol Molinari, <i>Health & Human Services</i>, (Rae) Yunzi Tan, <i>Negotiations and Conflict Management Program</i>, and Ting Zhang, <i>Public Administration</i> This project focuses on implementing a strategy that would help online learners to relax, focus on the task at hand (case analysis), and thus interact and communicate with group members to solve a complex management case. A technique of mindful meditation, deep breathing, is selected to help online learners focus and prepare for learning. The expectation is that deep breathing will provide an effective way (process) to prepare online learners for the intrapersonal and cognitive demands of group work often required in professional courses.</p>		

Poster 5: “What’s in Your Backyard?” Supporting Law School Student Success Through Enhanced Collaboration and Coordination with University-Wide Services

Claudia Diamond, *Law School Office of Academic Support* and **Cydney Delia**, *Achievement and Learning Center*

Three years ago, the Law School’s Office of Academic Support began actively and systematically collaborating with partners in the University’s Achievement and Learning Center to maximize academic support for law students. Staffed by one person, the Office of Academic Support is tasked with addressing the needs of law students of diverse demographic backgrounds and academic abilities. By proactively seeking out and engaging with university-wide partners, the Law School is now offering additional support in writing and grammar instruction, English language acquisition, and building effective study habits. As a result, the scope and amount of academic services offered has greatly increased.

Poster 6: Reimagining Arts & Ideas - IDIS 304

Jeffrey Hoover, Christopher Justice, and Betsy Yarrison, *Klein Family School of Communications Design*

After 30 years at the University of Baltimore, *Arts & Ideas - IDIS 304* has undergone the process of course revision, focusing on learner-centered delivery, experiential learning opportunities (including teamwork), and use of the digital environment to meet the changing needs of today’s students. The presentation will share the process for course revision, special considerations of the nature and application of the course within larger curricular and program needs, mediums and genres considered, and assignment redesign.

Poster 7: Design Lab: A Summer Experience Focusing on Design Thinking

Greg Walsh and Brittany Miller, *Division of Science, Information Arts and Technologies*

The poster describes a design studio experience held during the 2013 Summer session. In this design studio, undergraduates, graduates, and a faculty member designed technologies to address various needs (exercise game and children’s controller). The process was based upon the design education settings that architects and industrial design schools utilize as well as faculty experience with industry techniques. In this process, students progress from individual work to group work through iterative prototypes and design briefings. This experience can be used in any field where critical thinking and positive outcomes are desired.

Poster 8: ShareStream Pick-N-Play: Streaming Media for Your Classes

Paul Walsh, *Office of Academic Innovation/Office of Technology Services*

The ShareStream video platform is a tool embedded in Sakai. It is a comprehensive system for uploading, storing, and delivering media in a secure environment. A joint project administered by Langsdale Library, OTS Media staff, and the e-Learning Center, this platform was piloted in the 2012-13 school year with 79 course sections showcasing 555 videos resulting in 7,621 student views! As this tool expands it will establish an institution-wide video system that services a wide variety of user groups and departments across campus.

Poster 9: Text Book Free: Increasing Access, Affordability & Achievement

Lorenda A. Naylor, *School of Public & International Affairs*

With soaring tuition costs, affordability is a major concern of students and universities. One strategy for decreasing costs and being sensitive to student expenses is to reduce the number of text books or design textbook free courses. This poster identifies concrete steps to creating textbook free courses. Copyright rules and time allocation are discussed along with open source courses.

Poster 10: Cooperation in “Conflicts”: A Semester-Long Learning Community Project

Natalie Burclaff, *Langsdale Library/Division of Science, Information Arts and Technologies* and **Boram Yi**, *Division of Legal, Ethical and Historical Studies*

This poster displays the design of a series of integrated assignments throughout the semester for the freshmen learning community “Conflicts in History” between IDIS110: Introduction to

Information Literacy, and HIST197: Conflicts in History. The projects build on each other and allow both professors to give coordinated feedback to the students, all of which culminates in a final paper and formal presentation.

Poster 11: Helping Students Meet Academic Integrity Standards When Writing

Courtney E. Gasser, *Division of Applied Behavioral Sciences*

Though professors may provide explanations and other aides to help students be successful when writing, issues with academic integrity continue to arise. For example, this professor teaches first-semester graduate students who struggle with proper citing and quoting, and finds that, on average, 50% of students in a particular course fail their first paper due to plagiarism. An educational intervention was implemented in the first class during the Fall 2013 semester, and 100% of the students cited appropriately on their first paper. Strategies and recommendations will be detailed in the conference poster.

Poster 12: Service Learning in Guatemala: Lessons Learned in Instituting a High-Impact Practice

Kelly McPhee, *Office of Academic Innovation/Helen P. Denit Honors Program* and **Amanda Grant**, *Human Services*

This poster will highlight a short-term international experience offered by the Helen P. Denit Honors Program that integrated cultural immersion, adventure, Spanish language lessons, and service. Students prepared for five months with research, planning, and fundraising, and completed structured reflection activities throughout the experience. The program manager and a student will share lessons learned and discuss the impact on students' learning and leadership abilities.

Poster 13: The Reflective Student: Preparation for Professional Life

Alan Lyles, *Health Systems Management Program*

Graduates of higher education in general, and professionals in particular, require reflection and refinement of their formal knowledge as more experience is acquired and as the content of their training is superseded by new information and experiences. Becoming a "reflective practitioner" (Schön, 1983), however, is not a common learning outcome of formal education. Student performance is conventionally assessed by an instructor, typically relying on rubrics that emphasize mastery of fact(s) and technique(s). A formal rubric and process to encourage accountable self-assessment is presented.

Poster 14: Teaching Quantitative Courses in Health Systems Management

Sunny Kang, Alan Lyles, and Chris Spencer, *Health Systems Management Program*

Teaching quantitative courses (e.g., biostatistics, epidemiology) in the Health Systems Management major is challenging. These quantitative-oriented courses require a high-level mathematical/statistical foundation plus application skills and/or problem solving skills, and the courses also must be based on a foundation of health administration/health management. Moreover, the theoretical foundations of these analytical courses are relatively constant, but it is important to update the course material with recent or real-life examples. This poster will highlight teaching material from biostatistics and epidemiology classes as examples of teaching discipline-specific quantitative courses.

Poster 15: Developing a Video-Based Culminating Project

Mariglynn Edlins, *Human Services Administration Program*

In my Program Design and Proposal Writing course, I have abandoned a traditional proposal paper as the culminating assignment in favor of a proposal video. In addition to learning and practicing the systematic steps necessary to create an evidenced-based social program, students will learn how to frame their program into an effective story, write a script, plan a video through storyboards, generate multiple types of media, and develop a video proposing their program. It is my hope that learning to plan, make, and edit a video will be a valuable and different skill for students, provide them a tangible product to show employers and make for a more relevant course experience.

9:30-10:45 am	Concurrent Sessions I	
	<p>The Power of Personal Story: Connecting Students More Deeply to Course Content and Goals Betsy Nix, <i>Division of Legal, Ethical and Historical Studies</i>, Ron Williams, <i>Creative Writing & Publishing Arts</i>, Stephanie Danesie, <i>History</i>, and Sascha Sheehan, <i>Negotiations and Conflict Management Program</i> This session will focus on how personal history and story can be used to more deeply connect students to course content and course goals. The panelists, a mix of faculty and students, will share instances where the use of personal story was an integral part of a course. What happens when students are asked to reflect on their own personal story and the stories and experiences of others, from classmates to influential leaders? What happens when students are asked to situate their stories within a larger context, and to connect their stories to what they are studying and to their future plans?</p>	BC 135
	<p>Group Work that Works: Experiments with the Team-Based Learning Model Brian Etheridge, <i>Office of Academic Innovation</i> and Peter Ramsey, <i>Langsdale Library/Division of Science, Information Arts and Technologies</i> Join this hands-on session to learn about RATs (Readiness Assessment Tests), applied group exercises, and other components of the Team-Based Learning (TBL) model. The session leaders will share how TBL has offered innovative pedagogical devices for their respective history and information literacy courses.</p>	BC 143
11:00 am-12:15 pm	Concurrent Sessions II	
	<p>Real-World Experiential Learning: Examples and Lessons Learned Stan Kemp, <i>Division of Science, Information Arts and Technologies</i>, Jaime Lee, <i>Community Development Clinic, School of Law</i>, and Frank van Vliet, <i>Department of Marketing and Entrepreneurship</i> In this session, faculty from across campus will discuss the ways in which they utilize real-world experiential learning in their courses or programs. What difference does experiential learning—when it “works”—make for students? Participants will learn about experiential learning opportunities that vary in duration and intensity, hear lessons learned, and have the opportunity to share their own experiences and advice for maximizing the impact of experiential learning.</p>	BC 135
	<p>Pixels, Not Papers: Creating and Assessing Digital Assignments Sean Carton, <i>Center for Digital Communication, Commerce and Culture</i>, Will Hubbard, <i>School of Law</i>, and Greg Walsh, <i>Division of Science, Information Arts and Technologies</i> In a time when powerful, inexpensive computers, high-quality, open-source multimedia creation software, and the World Wide Web have given our students unprecedented media creation capabilities, why are we still relying on written papers as a way of assessing learning and critical thinking skills? Could it be possible that adding “digital” assignments such as blogs, videos, web sites, interactive presentations, data visualizations, animations, and even games might provide new and exciting ways to engage students? If so, how do we assess the effectiveness of what they create? This panel will examine these and other questions by providing real-world classroom examples, best practices for incorporating digital assignments, practical assessment techniques, strategies for coping with varying levels of digital literacy, and ideas for how you can move “beyond the paper” in your own teaching.</p>	BC 143

12:15-1:15 pm	Lunch & Remarks by MJ Bishop , <i>Center for Innovation and Excellence in Learning and Teaching, University System of Maryland</i>	BC Atrium
1:30-2:45 pm Concurrent Sessions III		
<p>Student Success Strategies: Insights from UB and Beyond Tiffany Parkman, <i>School of Health and Human Services</i>, Betsy Yarrison, <i>Klein Family School of Communications Design</i>, Dan Gerlowski, <i>Department of Finance and Economics</i>, and Daniel Page, <i>Yale Gordon College of Arts and Sciences</i> UB faculty are leading efforts to find ways to foster greater levels of academic success for more students. In this session, participants will learn about a set of course-level strategies that intentionally engage the diversity of UB students as well as program-level strategies gleaned from site visits to colleges in the region. The session will culminate in a discussion about “next steps” to increase student success at UB.</p>		BC 135
<p>Designing Inclusive Learning Environments: Face to Face and Online Diane Wood, <i>Department of Instructional Leadership and Professional Development, Towson University</i> and Paul Walsh, <i>Office of Academic Innovation/ Office of Technology Services</i> Universal Design for Learning is a set of curriculum design principles that give all learners an equal opportunity to learn. Students bring a range of skills, abilities, and backgrounds to the classroom; this session will examine best practices for the classroom and for online.</p>		BC 143
3:00-4:00 pm Concurrent Sessions IV		
<p>General Education 2.0: What Does It Mean For Me? Mike Kiel, <i>Langsdale Library/ Division of Science, Information Arts and Technologies</i>, Jeffrey Sawyer, <i>Division of Legal, Ethical and Historical Studies</i>, Aaron Oldenburg, <i>Division of Science, Information Arts and Technologies</i>, and Heather Wyatt-Nichol, <i>School of Public and International Affairs</i> UB’s new General Education program focuses on the development of critical thinking and effective communication, practical literacies, ethics and social responsibility, and the integration of knowledge and experience. The program aims to facilitate students’ development of these competencies via “high-impact” educational practices, including a university-wide sophomore seminar and a capstone course for all students graduating from UB. This session will provide an overview of the new program and highlight accomplishments of two faculty work groups charged with developing models for the sophomore seminar and capstone course. Join this session to learn about what these new developments will mean for programs and for faculty and students at UB.</p>		BC 135
<p>Student Writing: A Roundtable Discussion Lisa Stickney, <i>Department of Management and International Business</i> Do you think your students need to write more? Have you been thinking about incorporating more student writing into your classes? Are you worried about the workload if you do? If so, come to this session as we discuss ways to increase student writing while minimizing the pain.</p>		BC 143