

# Teaching Essentials for the 21<sup>st</sup> Century

*New ideas and fresh approaches to enduring practices  
in the higher education classroom*

**Rondileau Campus Center (RCC) Large Ballroom (breakfast and lunch) and  
Maxwell Library (all breakout sessions)**

## **SCHEDULE AT-A-GLANCE (see Detail Schedule for session descriptions)**

- 8:30 – 9:00** Breakfast and introductory remarks from Dr. Howard London, RCC Large Ballroom
- 9:15 – 10:00** **Concurrent Workshop Session I**  
*Scaffolding Research and Writing Skills* **LIB 204**  
*Speaking Intensive Courses (repeated at 2:00)* **LIB 205**  
*Effective Practices for Teaching All Students* **LIB 206**  
*Lecture Dos and Don'ts (repeated at 10:15)* **LIB 212**
- 10:00 – 10:15** **Break**
- 10:15 – 11:00** **Concurrent Workshop Session II**  
*Generating Classroom Dialogue* **LIB 205**  
*Retooling Assignments for the Digital Age* **LIB 204**  
*Lecture Dos and Don'ts (repeated from 9:15)* **LIB 206**  
*Responding to the Challenges of Our Students' Lives (repeated at 11:15)* **LIB 212**  
*"I was Told There Would Be No Math": Rediscovering the Third R (repeated at 11:15)* **LIB 214**
- 11:00 – 11:15** **Break**
- 11:15 – 12:00** **Concurrent Workshop Session III**  
*"I was Told There Would Be No Math": Rediscovering the Third R* **LIB 204**  
*Keeping Your Head Above Water in a Writing-Intensive Course* **LIB 205**  
*Responding to the Challenges of Our Students' Lives* **LIB 206**  
*Using PowerPoint Effectively (repeated at 3:00)* **LIB 212**
- 12:00 – 1:00** **Lunch, RCC Large Ballroom. Video Booth open in RCC 103.**
- 1:00 – 1:45** **Concurrent Workshop Session IV**  
*Considerations in Developing and Teaching Graduate-Level Courses* **LIB 205**  
*Assignment Design as Problem-Solving* **LIB 206**  
*Connecting Your Coursework to the Community (repeated at 3:00)* **LIB 212**  
*Teaching All Students at BSU, Part I* **LIB 204**
- 1:45 – 2:00** **Break**
- 2:00 – 2:45** **Concurrent Workshop Session V**  
*Teaching All Students at BSU, Part II* **LIB 204**  
*Meaningful Assessment* **LIB 206**  
*Speaking Intensive Courses* **LIB 212**  
*Dare to Complete a Science Lab Experiment?!* **LIB 205**
- 2:45 – 3:00** **Break**
- 3:00 – 3:45** **Concurrent Workshop Session VI**  
*Using PowerPoint Effectively* **LIB 204**  
*Making the Most of the First Day of Class* **LIB 205**  
*Connecting Your Coursework to the Community* **LIB 206**
- 3:45 – 4:15** **Video Booth open in Maxwell 200**

**DETAIL SCHEDULE**  
(with session descriptions)

**9:15 – 10:00 Concurrent Workshop Session I**

*Scaffolding Research and Writing Skills*

**LIBRARY 204**

Facilitators: Michelle Cox and Jenny Shanahan

This session demonstrates how to scaffold curricula to promote students' development as researchers and writers. Scaffolding is a metaphor borrowed from building construction to signify the use of supports in the early stages of a process, which can gradually be taken away as progress is made. By introducing research and writing early in the curriculum and then deliberately developing more challenging assignments that build on those initial skills, instructors mitigate some students' fears about research and writing and help them gain proficiency. Participants in this session will learn to use Backwards Design to create research and writing scaffolds for individual courses and entire programs.

**Areas of focus: Assignment/Course Design; Undergraduate Research. Also addressed: assessment, cultural inclusion, engaged learning/teaching practices, FYS/SYS, Graduate Education, first-year students, writing intensive pedagogy/courses**

*Speaking Intensive Courses (repeated at 2:00)*

**LIBRARY 205**

Facilitators: Teresa King, Melanie McNaughton

This session focuses on how to design and assess speaking assignments. Leaders will also discuss the scaffolding of speaking assignments, students as deliverers of content, and building research skills into a speaking-intensive course.

**Areas of focus: Speaking intensive pedagogy/courses. Also addressed: assessment, assignment/course design; engaged learning/teaching practices; FYS/SYS**

*Effective Practices for Teaching All Students*

**LIBRARY 206**

Facilitators: Joyce Rain Anderson, Yulia Stakhnevich

This session explores effective strategies and culturally inclusive pedagogies to support and engage students from underrepresented populations. Special attention will be given to issues related to language, culture, race, ethnicity, class, and gender.

**Areas of focus: culturally inclusive practices. Also addressed: engaged learning/teaching practices; working with first-year students**

*Lecture Dos and Don'ts (repeated at 10:15)*

**LIBRARY 212**

Facilitators: Ann Brunjes, Tom Kling

Lecture is a common practice for conveying course content to students. In this interactive presentation and discussion, we will discuss good and bad lecturing habits that influence students' learning experiences and share research on the efficacy of lecture as a teaching tool. Participants will reflect on their own lecture habits and make plans to improve their own delivery.

**Areas of focus: engaged learning/teaching practices; culturally inclusive practices**

**\*\*Fifteen Minute Break\*\***

**Concurrent Workshop Session II (continued next page)**

**10:15 – 11:00**

*Generating Classroom Dialogue*

**LIBRARY 205**

Facilitators: Phyllis Gimbel, Martina Arndt

Engaging students is a challenge. Creating an interactive classroom is one way to keep students attentive and have them participate in meaningful conversation. Come to this session to learn how to create a community of learners and how to inject enthusiasm into your subject matter.

**Areas of focus: culturally inclusive practices; engaged learning/teaching practices**

## Concurrent Workshop Session II (continued from previous page)

10:15 – 11:00

### Retooling Assignments for the Digital Age

**LIBRARY 204**

Facilitators: Stacey Sheriff, Joyce Rain Anderson, Reid Kimball

From WordPress blogging projects to digital documentaries, this session explores ways applications of digital technology can enrich student learning experiences.

**Areas of focus:** engaged learning/teaching practices; teaching with technology; assignment/course design

### Lecture Dos and Don'ts (repeated from 9:15)

**LIBRARY 206**

Facilitators: Ann Brunjes, Tom Kling

Lecture is a common practice for conveying course content to students. In this interactive presentation and discussion, we will discuss good and bad lecturing habits that influence students' learning experiences and share research on the efficacy of lecture as a teaching tool. Participants will reflect on their own lecture habits and make plans to improve their own delivery.

**Areas of focus:** engaged learning/teaching practices; culturally inclusive practices

### Responding to the Challenges of Our Students' Lives (repeated at 11:15)

**LIBRARY 212**

Facilitators: Ward Heilman, Pam Russell

BSU students lead complicated lives caused by a variety of factors, among them demands from their families and partners, financial pressures, and less-than-optimal personal decision making. As their teachers, we are repeatedly asked to make exceptions to our policies to accommodate these trying life situations. How do you decide when to give an extension on an assignment and when to insist on the deadline? When to excuse an absence, and when to deduct points? Through a review of three case studies, we will explore how and why we respond as we do, and think about how to be fair and consistent when dealing with these challenging scenarios.

**Areas of focus:** assessment; culturally inclusive practices; working with first-year students

### "I Was Told There Would Be No Math": Rediscovering the Third R (repeated at 11:15)

**LIBRARY 214**

Facilitators: Matt Salomone, Erin O'Connor

Arithmetic, like reading and writing, is more than just a basic skill: it is an essential tool that can both create and transmit meaning in any discipline. How can understanding in your courses be encouraged by approaching the material with a numerical habit of mind? In this workshop, through active writing and discussion, participants will be asked to examine their courses from the ground up to discover opportunities for engaging students in quantitative inquiry.

**Areas of focus:** quantitative reasoning. Also addressed: assignment/course design; engaged learning/teaching practices

**\*\*Fifteen Minute Break\*\***

## Concurrent Workshop Session III (continued next page)

11:15 – 12:00

### "I Was Told There Would Be No Math": Rediscovering the Third R (repeat from 10:15)

**LIBRARY 204**

Facilitators: Matt Salomone, Erin O'Connor

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**Areas of focus:** quantitative reasoning. Also addressed: assignment/course design; engaged learning/teaching practices

## Concurrent Workshop Session III (continued from previous page)

11:15 – 12:00

### *Keeping Your Head Above Water in a Writing-Intensive Course*

**LIBRARY 205**

Facilitators: Michelle Cox, Maura Rosenthal

In this workshop, we will share strategies useful for managing the paper load in writing-intensive courses – strategies for scaffolding larger writing projects, using homework in class (rather than responding to it later), structuring peer review, efficiently responding to and evaluating student writing, using writing portfolios, and using collaborative group writing projects. Participants will have a chance to try out some of these strategies during the workshop, as well as share their own approaches to teaching writing intensive courses.

**Areas of focus: writing intensive pedagogy/courses. Also addressed: assessment; assignment/course design; engaged learning/teaching practices; FYS/SYS; working with first-year students**

### *Responding to the Challenges of Our Students' Lives (repeat from 10:15)*

**LIBRARY 206**

Facilitators: Ward Heilman, Ann Brunjes

BSU students lead complicated lives caused by a variety of factors, among them demands from their families and partners, financial pressures, and less-than-optimal personal decision making. As their teachers, we are repeatedly asked to make exceptions to our policies to accommodate these trying life situations. How do you decide when to give an extension on an assignment and when to insist on the deadline? When to excuse an absence, and when to deduct points? Through a review of three case studies, we will explore how and why we respond as we do, and think about how to be fair and consistent when dealing with these challenging scenarios.

**Areas of focus: assessment; culturally inclusive practices; working with first-year students**

### *Using PowerPoint Effectively (repeated at 3:00)*

**LIBRARY 212**

Facilitators: Anne Doyle, Catherine Womack

We've all suffered through boring, meandering or overly cute PowerPoint presentations. In this workshop, discover new ways to foster clearer, more effective presentations using PowerPoint, both in your students' work and in your own presentations. We will cover some common mistakes, focusing on ways for content to show through (as opposed to be buried underneath) the technological bells and whistles.

**Areas of Focus: teaching with technology; assignment/course design; FYS/SYS; speaking intensive pedagogy/courses; assessment**

## 12:00 – 1:00 Lunch, Rondileau Campus Center Large Ballroom

***Take a few minutes during lunch to visit the Video Booth in RCC 103 or in Maxwell 200 from 3:45 – 4:15 to record feedback about your experience at today's event***

***Visit the Teaching Essentials comment page and add your voice to our collaborative digital document: <http://it.bridgew.edu/facstaff/essentials/>***

## Concurrent Workshop Session IV (continued next page)

1:00 – 1:45

### *Considerations in Developing and Teaching Graduate-Level Courses*

**LIBRARY 205**

Facilitators: Barbara Bond and Emily Douglas

This session addresses thoughts, issues and dilemmas in developing and teaching graduate courses, including differences and similarities to undergraduate curricula, assessment modalities, teaching for an adult and diverse student population, and others.

**Areas of focus: assignment/course design; graduate education. Also addressed: assessment; culturally inclusive practices; engaged learning/teaching practices**

## Concurrent Workshop Session IV (continued from previous page)

1:00 – 1:45

### Assignment Design As Problem-Solving: Figuring Out What To Do by Understanding What Your Students Don't

**LIBRARY 206**

Facilitators: Lee Torda and Kathy Bailey

This session invites faculty to consider how effectively they are in designing and implementing assignments in order to meet larger course goals. We frame assignment design in terms of problem-solving: what do you wish your students did better in your classes and how can you design assignments that support their progress in that area? As we answer this question, the facilitators will help faculty examine the range of curricular opportunities (undergraduate research, writing intensive) they might take advantage of as they plan their class. The facilitators ask participants to bring existing assignments and/or ideas for a new assignment for workshopping and revision.

**Areas of focus: assignment/course design; Engaged learning/teaching practices. Also addressed: assessment; writing intensive pedagogy/courses**

### Connecting Your Coursework to the Community Through Service-Learning and Civic Engagement (repeated at 3:00)

**LIBRARY 212**

Facilitators: David O'Malley, Michelle Mamberg of the Service Learning Advisory Board

Service-learning is a pedagogy which uses organizational and community contexts to enhance students' knowledge, skills and self-awareness in relation to the larger world. This session will review key concepts and practices that define service-learning. It will also include best practices for journaling assignments to encourage student self-reflection in service-learning courses. We will consider how all academic disciplines have the potential to use service-learning in course offerings that can enhance the teaching/learning experience for faculty, as well as students. Faculty attending this session will be invited to consider how service-learning can integrate their teaching, scholarship and service goals.

**Areas of primary focus: service learning; assignment/course design. Also addressed: engaged learning/teaching practices; FYS/SYS**

### Teaching All Students at BSU, Part I: "Writing Across Borders"

**LIBRARY 204**

Facilitators: Michelle Cox

(PLEASE NOTE: this is a double session, running from 1:00 – 2:45 (with a 15 minute break)

In order to practice effective teaching and promote student learning, we need to know as much as we can about who our students are and the challenges they face. This session features two films. During the first half (1:00 – 1:45), we will view and discuss *Writing Across Borders*, a brief film that features second-language students and second language writing scholars discussing cultural aspects of writing, assessment of second-language writing, and approaches to teaching that best support second-language writing development. Participants will then be invited to share perspectives on BSU second-language students and approaches they have developed for working with these students. This extended session will end with a reflection on diversity and teaching.

**Areas of focus: culturally inclusive practices; writing intensive pedagogy/courses**

**\*\*Fifteen Minute Break\*\***

## Concurrent Workshop Session V (continued next page)

2:00 – 2:45

### Teaching All Students at BSU, Part II: "First Day of School"

**LIBRARY 204**

Facilitators: Sabrina Gentlewarrior, Amy MacMannis, Maxine Rawlins

(PLEASE NOTE: this is the second half of a double session begun at 1:00)

During this second half of a two-part session, we will view and discuss *First Day of School*, produced by BSU's own Amy MacMannis and Maxine Rawlins, which explores the perspectives of a diverse group of BSU students. Participants will be invited to reflect on and share experiences with teaching students with diverse backgrounds. This session will end with a reflection on diversity and teaching.

**Areas of focus: culturally inclusive practices; writing intensive pedagogy/courses**

## Concurrent Workshop Session V (continued from previous page)

2:00 – 2:45

### Meaningful Assessment

**LIBRARY 206**

Facilitators: John Kucich, Karen Richardson

This interactive workshop will allow participants to explore innovative and engaging assessment strategies. Using brief presentations, discussion and writing, we'll explore some of the following questions: How can we use assessment sharpen our teaching? What kinds of assessments best foster student learning? And how can we make our assessments more meaningful?

**Areas of focus: Assessment, culturally inclusive practices**

### Speaking Intensive Courses (repeated from 9:15)

**LIBRARY 212**

Facilitators: Teresa King, Melanie McNaughton

This session focuses on how to design and assess speaking assignments. Leaders will also discuss the scaffolding of speaking assignments, students as deliverers of content, and building research skills into a speaking-intensive course.

**Areas of focus: Speaking intensive pedagogy/courses. Also addressed: assessment, assignment/course design; engaged learning/teaching practices; FYS/SYS**

### Dare to Complete a Science Lab Experiment? Join us!

**LIBRARY 205**

Facilitators: Pam Russell, Steve Waratuke

In this session participants will complete a mock science lab activity that requires collaborative small group work, participation in guided inquiry, simple data collection and analysis, and use of quantitative reasoning skills. Experience in these activities will provide participants with a pedagogical approach for science labs.

**Areas of focus: assignment/course design; engaged learning/teaching practices; STEM pedagogy**

**\*\*Fifteen Minute Break\*\***

## Concurrent Workshop Session VI (continued next page)

3:00 – 3:45

### Using PowerPoint Effectively (repeated from 11:15)

**LIBRARY 204**

Facilitators: Anne Doyle, Catherine Womack

We've all suffered through boring, meandering or overly cute PowerPoint presentations. In this workshop, discover new ways to foster clearer, more effective presentations using PowerPoint, both in your students' work and in your own presentations. We will cover some common mistakes, focusing on ways for content to show through (as opposed to be buried underneath) the technological bells and whistles.

**Areas of Focus: teaching with technology; assignment/course design; FYS/SYS; speaking intensive pedagogy/courses; assessment**

### Making the Most of the First Day of Class

**LIBRARY 205**

Facilitators: Karen Richardson, Sabrina Gentlewarrior

The first day of class always creates some nervousness, even for seasoned professors. In this session, you will experience engaging first day of class activities designed to connect you with your students. As students leave the first class meeting, they should believe in your competence to teach the course and to meet their needs in a culturally responsive way, to understand the basic nature of your approach to instruction, and to know what you will require of them. Our hands on session will also give you an understanding of who is taking your course and what expectations your students have for class.

**Areas of focus: culturally inclusive practices, engaged learning/teaching practices**

## Concurrent Workshop Session VI (continued from previous page)

### *Connecting Your Coursework to the Community*

#### *Through Service-Learning and Civic Engagement (repeated from 1:00)*

**LIBRARY 206**

Facilitators: David O'Malley, Michelle Mamberg of the Service Learning Advisory Board

Service-learning is a pedagogy which uses organizational and community contexts to enhance students' knowledge, skills and self-awareness in relation to the larger world. This session will review key concepts and practices that define service-learning. It will also include best practices for journaling assignments to encourage student self-reflection in service-learning courses. We will consider how all academic disciplines have the potential to use service-learning in course offerings that can enhance the teaching/learning experience for faculty, as well as students. Faculty attending this session will be invited to consider how service-learning can integrate their teaching, scholarship and service goals.

**Areas of primary focus: service learning; assignment/course design. Also addressed: engaged learning/teaching practices; FYS/SYS**

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