

Winter 2017 Instructional Institute

STUDENT SUCCESS

9:00 - 9:30

Welcome and Kickoff [Meese Room—LIB 305]

Remarks from President Schott and welcome to the Institute!

9:30 - 10:20

Marriage of the Science and Art of Teaching: Applying Learning Science and Research to Teaching Practices [LIB 352]

The past ten years of research in the “learning sciences”—neuropsychology, social psychology, functional brain imaging, neuronal networks and learning—have given us “a *science* of education to add to our already powerful knowledge of the *art* of teaching” (Willis, 2006, *Research-Based Strategies to Ignite Student Learning*, Preface). Rigorous teaching and learning research studies are demonstrating the powerful impact of instructional strategies such as active learning. (For example, see Freeman, S. et al. **Active learning increases student performance in science, engineering, and mathematics**.) Participants in this session will learn about research-based instructional strategies which are being applied as part of the SOU Curriculum Design Academy project.

Presenter: Vicki Suter

Lightning Round [LIB 305]

Don't miss these brief presentations of innovative techniques and tools:

- **Circular Innovation**—creative pedagogy in class development (Ken Mulliken)
- **Google Docs**—streamline student presentations and facilitate small group discussion takeaways (Katie Pittman)
- **ePortfolios**—usefulness of ePortfolios as a reflection tool (Marianne Golding)
- **Pecha Kucha**—rapid fire approach for presentations: 20 images presented in 20 seconds intervals. Ready? Go! (Alena Ruggerio)
- **Swvil**—video recording tool for lectures and presentations (Francie Bostwick)
- **Active Learning Spaces**—innovations in classroom design to support active learning (Bill Bateman)

Facilitator: Bill Bateman

10:30 - 11:20 AM

How Can a Space Be Smart? Using Physical Classroom Space to Advance Learning [LIB 329]

The physical layout of a classroom has an impact on teaching and learning. Join us for a discussion of active learning concepts and how the room set-up, available space and even the furnishings can influence class success.

Facilitator: Bill Bateman

2016 Distinguished Teaching Faculty [LIB 352]

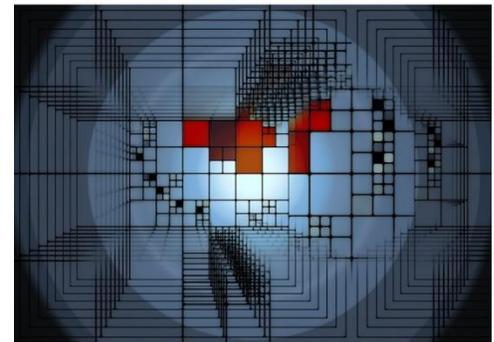
Meet award winners Jackie Apodaca and Marianne Golding, and learn about opportunities for awards and other faculty development opportunities in 2017.

Facilitator: Megan Farnsworth

10:30 - 2:30

Eyes on Transparent Assignment Design [LIB 305—pre-registration was required for this event; please contact Kristin Nagy Catz, nagycatzk@sou.edu, if you have questions about the session]

What if you could improve student success in your course by simply reframing *two* assignments? Research shows that clarifying the purpose, task and criteria for success for just two assignments can lead to significant improvements in student learning. (See Winkelmas, [A Teaching Intervention that Increases Underserved College Students' Success](#).) “Transparent assignment design” will be the focus of



Moving students to work, think and learn

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this hands-on workshop. A \$500 stipend will be provided for faculty who attend the workshop, develop and implement two assignments using this approach Spring term, and evaluate and report on the results. Facilitators: Kristin Nagy-Katz, Craig Stillwell, Lee Ayers, Ellen Siem, Deb Brown, Rachel Jochem, and Hart Wilson

11:30 - 12:20

Lunch on your own

12:30 - 1:20

Open Education Resources Research [LIB 329]

Mathematics instructor Larry Shrewsbury received a \$22,500 grant as part of the Higher Education Coordinating Commission's Open Educational Resource initiative to explore and implement curricular revisions for Statistics (MTH 243 and MTH 244). Larry will report on his experience teaching with an open source textbook this Fall.

Presenter: Larry Shrewsbury

12:30 - 2:20

Creating Dialogic Spaces in Your Classroom: Managing Difficult Conversations About Contemporary Topics [LIB 352]

This interactive, hands-on workshop will provide an opportunity to develop strategies for navigating difficult topics in these turbulent times. Many instructors design courses for students to participate actively in discussions and conversations about contemporary topics. However the more challenging the topic, the riskier it may be for a student to participate. In this workshop, we will explore what true dialogue is, how to facilitate a dialogic space, and what to do when things go awry.

Facilitator: Marjorie Trueblood-Gamble

1:30 - 2:20

Coffee, Pie & Conversations about Collaboration [Multicultural Alcove, Hannon Library Third Floor]

This informal session will provide the opportunity to learn about what your colleagues are working on and explore potential collaborations in research, publication, grant applications, and service. Let's talk about what we can do together!

2:30-3:20

Creating Significant Learning Experiences [LIB 352]

What's your "big dream" for your students? What would you like to be true about students who have taken your course that would distinguish them from students who haven't? These are just some of the many questions we've been considering as part of the Curriculum Design Academy project. Learn about how your colleagues are applying L. Dee Fink's approach to course design and see what kinds of answers you come up with to these thought-provoking questions. Opportunities to [participate in this year's round of course redesigns](#) will also be described.

Facilitator: Hart Wilson

Strategies for Teaching First-Year Students [LIB 305]

Starting in Spring 2017, a series of working sessions was held to develop strategies for teaching first-year students. Participants included SOU faculty who teach courses with a significant number of first-year students, SOU faculty participating in the Curriculum Design Academy, and student teachers who are currently teaching high school seniors—on the theory that this year's high school seniors will be next year's freshmen. Participants will learn about strategies that have emerged during this process and help determine the next steps in exploring approaches to enhance the success of our first-year students.

Facilitator: Vicki Suter