Fall Teaching & Learning Day
Friday, October 17, 2014

8:00-8:30 am
Conference Check-In and Light Breakfast

8:30-9:15 am
Poster Session

BC Atrium

**Being Mindful May Not Make You a Team Player: Does Meditation Help or Hurt Group Work Processes in Online Collaborative Learning?**

*Rae* Yunzi Tan, *School of Public and International Affairs* and Carol Molinari, *School of Health and Human Services*

This poster will report preliminary findings from a study that examined whether deep breathing meditation affects students’ group work experiences in online health systems management graduate courses. In half of the sampled courses, learners were asked to practice deep breathing techniques to help them focus and prepare for online learning. Learners in all courses then completed online group assignments and assessed their peers’ group work behaviors. A group comparison analysis indicated that learners practicing meditation in the online courses rated their peers significantly lower on various communicative and group process behaviors than those who did not meditate in the online courses.

“We learned more from a three-minute record than we ever learned in school”:

**Teaching Social Policy with Popular Music**

Mariglynn Edlins, *School of Health & Human Services* and Beth Reamer, *Master’s Student, Human Services Administration*

The course “Social Policy and the American Policy Process” uses popular American music along with traditional text-based resources to engage students in discussion of real-life experiences and applications of social policy. It is the hope that music will provide students with an empathetic viewpoint of the realities that exist as a result of the past and current social welfare policies and programs in the United States. This poster will provide participants with the opportunity to experience the pairing of various social policy topics with a selection of songs that bring these social issues to life.

**Measuring Undergraduates’ Information Literacy Skills: A Baseline Study**

Catherine Johnson, Natalie Burclaff, and Mike Kiel, *all of Langsdale Library*, and John Brenner, *Office of the Provost*

In Fall 2013, a team at the University of Baltimore began a multi-year assessment of student information literacy skills as part of a national initiative focused on academic libraries and student success. Baseline data of student competencies were collected at two points in the curriculum using pre- and post-tests and students’ final research projects. This poster will describe the assessment process as well as preliminary data gathered from student research projects. This data has been analyzed to identify gaps in information literacy competencies and to implement strategic change to fill those gaps.

**An Expectancy Model of Reading Compliance**

John Brenner, *Office of the Provost*, Lourdes White, *Department of Accounting*, and Betsy Yarrison, *Klein Family School of Communications Design*

Reading compliance studies reveal only 30% of students read assigned materials. Could expectancy theory, drawn from the management field, help faculty motivate more students to read? This poster will highlight findings from a recent literature review on reading compliance, key elements of the expectancy model (expectancy, instrumentality, valence), and a set of research-based recommendations for improving reading compliance. One area of further inquiry is whether the broader research findings, based largely on the behavior of traditional-age students at large universities, accurately reflect the behavior of UB students.
Rethinking Student Connection in Online Courses: UB MPA Student Perceptions of Transactional Presence

Lore Naylor, School of Public and International Affairs
This poster will describe the quantitative findings of a cross-sectional survey of UB MPA students regarding their perceptions of transactional presence, or degree of connection with faculty and peers. A lack of connection is a key reason students drop online courses. The poster will also highlight how faculty teaching online courses might build stronger connections with students.

Trends in U.S. Higher Education: Increasing Student Success by Identifying and Utilizing Student Learning Styles

Lore Naylor, School of Public and International Affairs
Global economic shifts are forcing universities to become more competitive and operationally efficient (Lipka, 2012; Stengel, 2012). U.S. universities have responded by emphasizing course assessment, retention rates, and graduation rates. Within the context of U.S. higher education trends, the presenter and colleagues examined the demographic characteristics and cognitive styles of 130 Master of Public Administration (MPA) students enrolled at UB. Student cognitive styles were measured using a point-in-time visual Group Embedded Figures Test (GEFT) instrument. Findings indicate that MPA students operate with a predominantly global learning/relationship cognitive style. This poster will highlight findings from the study along with recommendations for course design and pedagogical modifications.

ALC's Supplemental Instruction Program: Building Skills and Bridges

Cydney Delia, Nancy Bates, Amelia Miller, and Deborah Carson, Achievement and Learning Center, and Wolf Pecher and Elka Porter, Division of Science, Information Arts and Technologies
Building on the success of a Catalyst Grant-funded Peer Assisted Learning (PAL) pilot, this ongoing ALC program is based on the University of Missouri's Supplemental Instruction (SI) model. Its goals are to: (a) provide students with trained and enthusiastic peer role models in the classroom, (b) increase students' understanding of course content, (c) infuse learning and study skills, and (d) build bridges to other ALC support services likely to benefit students throughout their UB careers. In Spring 2014, the Achievement and Learning Center extended this form of academic support to two challenging 100-level biology courses. This poster session will outline the program's success in reaching its goals.

What's So Fair about Fair Use? Copyright and Teaching

Betty Landesman, Langsdale Library
The past few years have seen court cases and legislation relating to copyright and fair use. Faculty may know of the T.E.A.C.H. Act but perhaps not how it does/does not apply to their teaching, or what other elements of the copyright statute are relevant to teaching (e.g., the Classroom Exemption). This poster will provide an overview of copyright considerations for teaching, including four factors to consider in deciding if something is a fair use.

What's in the News for Health Policy Students?

Sunny Kang, School of Health and Human Services
Teaching health policy-related courses (health policy and aging policy) within the Health Systems Management major are challenging or seemingly “boring” if faculty only feed students the fundamental theories and steps involved in policy analysis. Moreover, it is important to update the course material with recent or real-life examples. This poster will feature teaching materials, including analytical assignments and case studies, which involve current events and trends as a way to engage students.
Panels

Panel: “Enhancing” Learning in the Merrick School of Business through the Accounting and Business Honors Programs

Marilyn Oblak, Merrick School of Business, Lisa Stickney, Department of Management and International Business, Greg Gaynor, Department of Accounting, and Frank van Vliet, Department of Marketing and Entrepreneurship

The Merrick School introduced the first honors program in the state for accounting majors and first discipline-specific honors program within the Denit Honors program. Subsequently, a more general business honors program was developed for any student majoring in an MSB undergraduate program. Most recently, seven MSB courses were approved by the Honors Council as enhanced. These courses offer all enrolled students relevant experiential learning opportunities and can be used by Honors students to meet Honors requirements. A panel of faculty will discuss their experiences in developing courses and programs that aim to provide high levels of academic challenge and student engagement.

Panel: A Balancing Act: Using Strengths Quest for Collaborative Learning

Anthony Butler, Rosenberg Center for Student Involvement, Ed Gibson, School of Public and International Affairs, Peter Ramsey, Langsdale Library, and Carol Molinari, School of Health and Human Services

This panel will focus on strategies that faculty are using to improve collaborative learning using the Gallup Strengths Quest (SQ) assessment. This assessment, provided to students by the Strengths Quest initiative within the Rosenberg Center for Student Involvement, can be used to create groups more purposefully and efficiently for courses delivered both in-person and fully online. The panel will explore ways to integrate this valuable resource in courses and help students apply their strengths to group assignments and projects.

Panel: How to Teach with Games...Even If You Aren’t a Gamer

Charity Fox, Klein Family School of Communications Design, Sujan Shrestha, Division of Science, Information Arts, and Technologies, and Mike Kiel, Langsdale Library

Have you heard that games are a great way for students to learn, but have no idea how you might incorporate them into the subjects you teach? In this session you’ll get acquainted with the wide variety of games that are present in our culture. You’ll learn about the games collection and related resources in the Langsdale Library and discuss different ways that games can be incorporated into courses in unexpected ways.

Panels and Roundtables

Panel: InDesign, Prezi, and Tumblr: Integrating Technology into Student Presentations

Steven D. Cohen, Kelly Carr, T.J. O’Donnell, and Tom Burkhart, all from the Klein Family School of Communications Design, and Paul Walsh, Office of Academic Innovation

This panel discussion will explore how technology-based tools can help students deliver more powerful presentations. The panelists will highlight the value of using self-improvement tools such as Panopto/UB’s presentation practice rooms, incorporating social media platforms such as Storify/Tumblr, and encouraging the use of cutting-edge applications such as InDesign/Prezi. Finally, the panelists will share their perspectives on how these tools can increase student learning and engagement both across the curriculum and beyond the classroom. In doing so, they hope to spur discussion about new and innovative ways to help UB students take their presentation skills to the next level.

Panel: Many Paths/One Destination: Redesigning ARTS 304

Jeffrey Hoover, Chris Justice, and Betsy Yarrison, all from the Klein Family School of Communications Design

To bring UB’s Arts & Ideas course into the 21st century, make it more learner-centered, and align it with a new general education program, the panelists re-engineered the course to incorporate
new learning outcomes and activities, including experiential learning and teamwork, and to add contemporary digital technology to the instructional design. The panel will discuss the complex strategic planning involved in imagining and then implementing an ambitious course that promises to attain the same learning outcomes via common assignments, including group work, experiential investigations, and a digital portfolio, whether the course is taught face-to-face, in a hybrid environment, or fully online.

**BC 139**

**Roundtable: Knowledge that Works...in Groups: The Good, the Bad and the Ugly**

*Elizabeth Gammon, School of Health & Human Services, Renita Seabrook, School of Criminal Justice, Rae Tan, School of Public and International Affairs, and Alicia Bynoe, Master’s Student, Health Systems Management*

Does the teaching and learning platform matter? Group learning is recognized as a valuable alternative to traditional lecture. Moreover, group learning has been confirmed by research to result in greater mastery of material and improved retention. In this roundtable, participants will be invited to discuss the UB experience in group learning: general strategies, designing group work, selecting groups, faculty involvement in the groups, assessment, and handling conflict and resistance.

**BC 141**

**Roundtable: How to Talk About Academic Honesty: Developing a Tutorial Series that Serves Both Students and Faculty**

*Mariglynn Edlins, School of Health & Human Services and John Chapin, Klein Family School of Communications Design*

The Academic Support Committee is overhauling UB’s Plagiarism Tutorial at the request of the University Faculty Senate. Current efforts to develop a useful and engaging replacement have generated questions this roundtable hopes to explore. What are the goals of a tutorial? What is the faculty’s role in developing these goals? What should students learn? How can faculty support such learning in the classroom? What additional post-tutorial support can we envision that helps our students navigate this difficult terrain? Roundtable participants are encouraged to be creative and vocal.

**11:15-11:45 am**

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<th>20-10 Sessions - two talks, followed by 10 minutes of discussion and Q&amp;A</th>
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| **BC 143**
| **Models** |
| **Talk 1: An Effective Model for Teaching Foundational Mathematics** |
| *Haitham Alkhateeb, Division of Science, Information Arts, and Technologies and Ronnie L. Brown, Yale Gordon College of Arts and Sciences*
| This presentation describes an effective model for teaching and learning foundational mathematics at the University of Baltimore. The model’s likely success is currently being assessed by the percentage of students passing the completed units and higher attendance rates in this foundational course. Participants will learn about the model’s theoretical basis and characteristics as well as its implementation. |
| **Talk 2: Teaching Innovation Incubator – A Research-Led Teaching Approach** |
| *Eusebio Scornavacca, Department of Information Systems and Decision Science*
| This talk will highlight the Teaching Innovation Incubator (TII), an ongoing research-led teaching initiative designed to foster faculty projects aimed at developing state-of-the-art online delivery for the new MBA program in the Merrick School of Business. Building on the Japanese philosophy of *Ba* (shared space) and more recent ideas in organizational knowledge creation, the TII also aims to create mechanisms of cooperation that translate into knowledge creation and dissemination. |

**BC 135**

**Strategies**

**Talk 1: Kanban Methods for Agile Course Delivery**

*James Howard, School of Public and International Affairs*

This talk will explore the use of agile project management methods for course management. These methods include lean management techniques, such as kanban, originally developed as a scheduling system for just-in-time production. Kanban has been adapted into a multi-tiered system that uses cards with individual tasks categorized by completion status, such as delayed,
doing, and done, providing a method to organize and manage a course for a busy instructor. This talk will describe the kanban methods and tools used by the presenter to organize, produce, and deliver courses.

**Talk 2: Using Voicethread in Online Classes**  
*Joel Morse, Department of Finance and Economics*

Voicethread is an online resource for creating lectures or discussions where participants can use a variety of file types. This talk will focus on the use of VOICE in online classes, which nurtures a core competency, communications skills, in students.

**11:45 am-12:15 pm**  
*BC Atrium*

**Lunch**

**12:15-12:45 pm**  
*BC Auditorium*

**Keynote Address by Dr. Ron Ritchhart, Project Zero**

Since joining Project Zero in 1994, Dr. Ritchhart’s research in K-12 education has focused on understanding how to develop, nurture, and sustain thoughtful learning environments for both students and teachers. His interest in “cultures of thinking” has led him to examine such areas as intellectual character, mindfulness, thinking dispositions, teaching for understanding, creativity in teaching, and the development of communities of practice. He has published a great deal on these topics, including as a co-author of the 2011 book, *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* (Jossey-Bass). Join Dr. Ritchhart as he discusses his research and its transferability and adaptation to a higher education context.

**12:45-2:00 pm**  
*BC 143*

**Workshops**

*Making Thinking Visible: Using Thinking Routines to Increase Students’ Understanding*

*Ron Ritchhart, Senior Research Associate, Project Zero, Harvard Graduate School of Education*

This workshop will provide a hands-on extension to Dr. Ritchhart’s keynote address. Participants will have an opportunity to design thinking routines for their courses and learning outcomes.

**BC 135**

**Using BNIA Data in the Classroom**

*Seema D. Iyer, Jacob France Institute and Carol Molinari, School of Health and Human Services*

Supported by a technology grant that provides technical and research assistance, the Baltimore Neighborhood Indicators Alliance-Jacob France Institute (BNIA-JFI) is working to develop learning modules, analytical tools and improved access to Baltimore-based community indicators for faculty to use and adapt in their respective programs. This work is heavily modeled after the national KIDSCount in the Classroom project, with support from the Teaching with Data resources at the University of Michigan. In this workshop, participants will find out about existing learning modules and engage in collaboratively creating modules that incorporate BNIA data. The resulting modules can be integrated in online learning platforms and thus used in courses delivered as face-to-face, hybrid, and fully online.

**2:15-3:00 pm**  
*BC 143*

**Panels and Roundtables**

*Panel: Students as Significant Meaning Makers: Teaching Self-Reflection and Metacognition through Writing*

*Tracy Dimond, Timothy Paggi, Ron Williams, and Fiona Glade, all from the Klein Family School of Communications Design*

This panel will describe and discuss how critical self-reflection and metacognition can be used as valuable components of students’ engagement and focus in the classroom. Employing these strategies for in-class activities can result in both improved writing and enhanced achievement of student learning outcomes.
Panel: Infusing Entrepreneurship across the Curriculum

Johnetta Hardy, Center for Entrepreneurship and Innovation, Sam Brown, School of Public and International Affairs, Steve Isberg, Department of Finance and Economics, and Roger Friskey, Klein Family School of Communications Design

Entrepreneurship involves consistently thinking and acting in ways that uncover new opportunities, which are then developed to provide value to a community or in a broader market. In 2013-2014, a faculty cohort representing arts & sciences, public affairs, law, and business convened to significantly infuse entrepreneurship principles and practices into their courses. Cohort members combined the specificity of their own disciplines with real-world, business-related experiential learning. Students were provided opportunities to develop an entrepreneurial mind set and skill set focused on creativity, resourcefulness, and innovation. Join cohort members as they describe their projects and lessons learned.

Roundtable: How Many Professors Does It Take To Change a Light Bulb? An Exploration of Humor in the Classroom

Regina Bento, Department of Management and International Business

This roundtable will discuss the theory and practice behind the use of various types of humor in the classroom; explore cautionary tales about the dark side of humor and the cultural and contextual contingencies that constrain its appropriateness; and share stories and resources about the many ways in which humor can benefit the teaching and learning process.

Roundtable: Good Money After Bad: Is Poor Online Teaching Hampering the Growth of Better Online Teaching?

Betsy Yarrison, Klein Family School of Communications Design, Carol Molinari, School of Health and Human Services, and Lore Naylor, School of Public and International Affairs

Is poor online teaching discouraging the growth of excellent online teaching? When online courses merely resemble interactive textbooks in which individuals teach a body of factual knowledge to themselves, no one is well served. This roundtable is meant to provoke lively debate about what makes for superior online teaching and learning, the nature of instruction, and how to tap into the real power of technology and the internet to support student learning.

Workshops

Mind the Gap: Measuring Student Success

Catherine Johnson, Natalie Burclaff, and Mike Kiel, all from Langsdale Library

How successful are UB students at finding and integrating outside sources in their projects? In this workshop, participants will get first-hand experience evaluating samples of student work to better understand student skill levels in this critical area. Participants will also brainstorm ways to target and address students’ skill gaps. While focused on information literacy, this workshop will be useful to any faculty interested in engaging in rubrics-based assessment of student work.

Low-Stakes Writing As a Learning Strategy

John Chapin, Steven Leyva, and Cailin Iverson, Klein Family School of Communications Design, and John Brenner, Office of the Provost

Many faculty successfully give writing assignments in order for students to demonstrate their learning. Yet writing can be a learning tool, not just an assessment tool. Elbow (1994 and 1998) and Bean (2011) argue that varied forms of ungraded writing are an essential element in all courses. Low-stakes writing assignments – journaling, reflective writing, spontaneous writing, and other forms – make learning happen. In this workshop, the facilitators will present examples of low-stakes writing activities and then encourage participants to analyze their own use of writing. Participants will work in small groups to create activities they can incorporate into their teaching.
Coming Soon!

- **Spring 2015 Faculty Cohort on Writing in the Disciplines**
  For faculty teaching upper division undergraduate or graduate courses. A call for applications will be sent out in the coming weeks.

- **Scholarship Jumpstart**
  The premise is simple: Faculty in groups of 4-5 members meet four times over six weeks to identify and complete specific, achievable, and relevant tasks related to their scholarship and chart their progress with each other and with CELTT. You propose a group, and we organize your meetings and provide some structure and reflection on your work. An announcement will be sent out in the coming weeks.

Save the Date!

- **Tuesday, February 3, 2015:**
  **Experiential Learning Showcase**
  UB’s First Annual Experiential Learning Showcase is an opportunity for students to share accomplishments in a ten-minute presentation to peers, staff, faculty, parents, and alumni. Students across all disciplines who have participated in the following activities are encouraged to submit an abstract:

  - Project-based learning
  - Internship
  - Study Abroad
  - Community Engagement
  - Service Learning

- **Friday, February 20, 2015:**
  **Second Annual Writing across UB Workshop: “Fostering Improved Writing through Feedback”**
  Co-Sponsored by the University Writing Program and CELTT