



Center for Teaching and Learning

UNIVERSITY OF GEORGIA

4th Annual Spring Teaching Symposium
Presented by the Center for Teaching & Learning
Facilitated by the 2019-2020 Future Faculty Fellows
February 1, 2019
Zell B. Miller Learning Center

Schedule of Events

9:30-10:00 Coffee and Registration

Room: MLC 214

10:00-10:50 Welcome: Dr. Zoe Morris, Center for Teaching and Learning

Room: MLC 248

Keynote Presentation: Dr. Sherry Clouser

"Gear Up! Stocking Your Teaching Toolbox"

Room: MLC 248

Abstract: Whether you are just getting started or have been teaching for years, participating in educational development activities is valuable for adding tools to your teaching toolbox and advancing your teaching practice. One key strategy is to identify your goals and return to them often throughout the activity. You may intentionally seek out workshops, seminars, or resources that help you to meet your goals, or set new intentions based on unexpected events. In this session, we will identify our goals for the day and discuss other opportunities to continue stocking that toolbox!

Sherry Clouser, Ed.D. is a 2005 graduate of the University of Georgia Department of Adult Education and joined the College of Veterinary Medicine in 2018 as Director of Instructional and Curricular Innovation. In her previous role as Assistant Director for Learning Technologies at the UGA Center for Teaching and Learning, Dr. Clouser spent 19 years sharing her passion for education, equity, and emerging technologies with UGA's faculty and graduate instructors. Her professional interests include new models for curriculum in veterinary medical education, online and hybrid designs for faculty development, and the use of technology for teaching and learning. She is also a graduate of Virginia Tech and Purdue University and is a member of the UGA Teaching Academy.

11:00-11:45 Session I Concurrent Workshops

Workshop 1

"Generative Learning Strategies: Building Meaningful Knowledge to Apply to New Situations in the Classroom"

Facilitator: Andrew Wiggins, Jeff Shelton, Jaleesa Reed

Room: MLC 213

Abstract: Generative learning allows the learner to actively make sense of new concepts independently and construct their own interpretations to build inference. In theory, it's a form of active cognitive processes that enables the learner to develop an understanding of the material by mentally reorganizing the concepts while integrating new experiences into their existing knowledge. This enables the learner to develop an understanding of the material so that they can apply it to a new situation. In this workshop, we will introduce two of the generative learning strategies that we have implemented into our own courses (Learning by Drawing and Learning by Explaining). We will discuss the meaning behind them, their implementation, and practical recommendations for use in your own course.

Workshop 2

"Collaborative Writing in the Classroom"

Facilitators: Jennifer LaRue, Lauren Essler

Room: MLC 250

Abstract: Collaborative writing has challenges that often prevent or hinder faculty from incorporating group assignments into their courses. Concerns over equitable division of labor, fragmentation of knowledge and proper assessment loom large. Designing an assignment which, from the beginning, outlines student roles, incorporates peer review, and a thorough (and available) rubric, addresses many of these concerns, and highlights the benefits students and faculty reap from collaborative writing projects. The process allows students the opportunity to play to their strengths as well as practice negotiating workload with their peers, while providing an easy space for peer review of writing. Increased access to technology also allows for groups to meet remotely to talk through ideas while multiple people work on the same document at the same time. This workshop will allow participants to experiment with assignment design, peer review strategies, and rubric creation, as well as troubleshooting common pitfalls.

Workshop 3

"All about Guest Lectures: Finding Opportunities, Giving Great Lectures, and Documenting Your Teaching"

Facilitators: Angela Burrow

Room: MLC 248

Abstract: Guest lecturing offers a unique opportunity for all students, regardless of career path, to share their expertise and passion with others while gaining valuable skills. Traditionally defined as giving a lecture to another instructor's class, guest lectures can also include opportunities outside academia. In this interactive workshop we will explore how to find opportunities for guest lecturing and the keys to giving a great guest lecture. Think guest lectures are only lectures, are hard to create, and boring for students? Think again! In this workshop we'll learn strategies for lesson planning and highlight easy ways to incorporate active learning to create an interactive, engaging "lecture". Additionally, participants will learn tips for finding opportunities and documenting guest lectures to highlight their applicability regardless of career path.

11:45-12:30 Lunch and Poster Session

Lunch: MLC 214

Poster Session: 2nd floor hall

12:30-1:15 Session II Concurrent Workshops and TA Policy Part I*

Workshop 1

"Playground Learning: Gamification in Classroom Environments"

Facilitators: Aarya Venkat, Savannah Jensen, Emily Beckwith

Room: MLC 213

Abstract: Many of us worry about student participation in our classrooms. How can we structure our classes to motivate students to be engaged, work with each other, and use technology in ways that are helpful to their learning? This workshop is led by two composition instructors and a chemistry instructor and covers the strategies that they use in their classrooms to improve student engagement and achieve learning outcomes: gamification, team-based learning, and integration of technology. These techniques have been successful across student demographics, including ESOL students and those registered with the DRC. The flexibility of these strategies ensures that all instructors, regardless of field, may find a suitable method to apply in their classrooms.

Workshop 2

"Take a Chance on Transparency: Strategies for Designing Equitable Assignments"

Facilitators: Annelise Norman, Gabrielle Stecher

Room: MLC 250

Abstract: Relevant to both instructors of record and graduate teaching assistants, this workshop will introduce the concept of transparency in teaching and learning and its potential applications for course assignments. We propose multiple applications for transparency in crafting and evaluating assignments to improve students' experience. By creating a shared vocabulary of learning objectives and clear expectations, we can offer students more direct insights into how assignments contribute to their learning. This workshop will encourage participants to recognize opportunities for implementing transparency in assignments and also craft equitable assignments that are transparently instructive in their expectations of students.

"TA Roles and Policies" Part I*

Facilitator: Zoe Morris

Room: MLC 248

**Mandatory session to receive Orientation credit for TA Policy.*

1:25-2:10 **Session III Concurrent Workshops & TA Policy Part II***

Workshop 1

"Working Towards a More Inclusive Classroom: On Making Mistakes and Moving Forward"

Facilitators: Samantha Holder, Christina Crespo

Room: MLC 213

Abstract: To cultivate more equitable classrooms, we must shift from conversations about diversity and representation to actions that foster equity and inclusion. However, this can be a challenging task, one that is sometimes met with unexpected resistance from students, peers, and mentors. Here we share our experiences working towards cultivating a more inclusive and equitable academy as teachers, researchers, and workshop facilitators. Through storytelling, exercises from "Theatre of the Oppressed", and reflection, this interactive workshop invites graduate students across disciplines to engage in conversations about taking risks, succeeding, and also failing to make the university a more diverse, inclusive, and equitable place to exist. The objectives for the workshop are to (1) encourage taking risks in the classroom, (2) embrace the possibility that sometimes these may fail, and (3) learn from each other's mistakes. Together, we will collectively strategize how to begin doing diversity work and how to move forward if/when it doesn't work.

Workshop 2

"Memeingful Student Engagement"

Facilitators: Kelly Cronin, Vanessa Swenson

Room: MLC 250

Abstract: Silly internet time-wasters or powerful teaching tools? Memes can be thoughtfully incorporated into lesson plans to foster active learning for better knowledge retention, develop critical thinking skills, and allow students to showcase their own cultural expertise and wit. Memes are infinitely adaptable and can be used as quick understanding checks and low-stakes assessment or as parts of in-depth assignments that explore specific learning objectives and require students to create and explain their own memes. In this workshop, we will show you how we successfully incorporated memes into our lesson plans, help you brainstorm meme-ing possibilities in your own classrooms, show you how to adapt existing memes or create your own, and discuss some of the broader social and cultural implications of using memes. This workshop is for all teaching roles from lecture teaching assistant to instructor of record, and for people with all levels of familiarity with memes.

Workshop 3

"Capitalizing on Your Teaching Persona: Creative Paths to Student Engagement"

Facilitators: Rhia Moreno, Lais Cruz, Tong Li

Room: MLC 269

Abstract: In this world cafe-style workshop, participants will have the opportunity engage at three different stations with three different instructors who have employed creative solutions to overcome student "bottlenecks." Bottlenecks are sticking points in learning and often reflect critical points of knowing or doing in a particular discipline. These can impact the ability for students to engage fully in a particular course or discipline. After identifying bottlenecks for their students (e.g., a fixed mindset, critical grammatical structures, or cultural stereotyping) and reflecting on their own teaching persona, each instructor has iteratively engaged students with creative solutions, including using music, photography, and magic, that have allowed their students to overcome these bottlenecks.

"TA Roles and Policies" Part II*

Facilitator: Zoe Morris

Room: MLC 248

**Mandatory session to receive Orientation credit for TA Policy.*

2:20-3:00 **Keynote Workshop: Dr. Sherry Clouser**

"Reflect and Select: How Teaching Perspectives Influence Your Practice"

Room: MLC 248

Abstract: Following a full day of fabulous conversations about teaching and learning, how do you plan to move forward? In this workshop, we will return to our goals and reflect on the ideas we've experienced throughout the day. We will examine our Teaching Perspectives results and discuss whether the new tools in our toolboxes may (or may not) integrate into our present teaching contexts.