2017 Provost's Teaching & Learning Symposium Program

Promoting & Assessing Student Learning

September 22, 2017

8:45-9:00 am — *Registration & Breakfast* — *UC Ballroom*

9:00-9:15 am — *Welcome & Announcements* — *UC Ballroom*

- Philip Rous, Provost & Senior Vice President for Academic Affairs
- Linda C. Hodges, Associate Vice Provost & Director of the Faculty Development Center

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9:30-10:15 am — *Concurrent Sessions*

Hrabowski Innovation Fund Winners — UC 312

In this presentation, you will learn about UMBC's Hrabowski Fund for Innovation Competition, which supports initiatives to enhance teaching and learning at UMBC, with specific emphasis on innovative approaches to increase student success. This panel of recent award recipients will describe projects that involve interdisciplinary collaborations, cutting-edge technologies, applied learning experiences, active learning, and learning in teams.

- Ian Anson, Political Science
- Katie Gibson & Jeremy Dixon, Computer Science and Electrical Engineering
- Marc Olano, Computer Science and Electrical Engineering

Bridging Student Learning Outcomes & Student Success Analytics — Engineering 102

Join faculty and staff as they discuss UMBC's evolving efforts to assess student learning and success. How can we integrate student learning outcomes data and student success data systematically so we can more effectively use the results? In this interactive presentation, you'll learn about institutional-level efforts to make this work easier along with examples from programs that have triangulated these data to inform (and measure) interventions.

- Sherri Braxton-Lieber, Instructional Technology
- Tom Penniston, Instructional Technology
- Jill Randles, Office of Undergraduate Education
- Liz Stanwyck, Mathematics and Statistics

Unraveling Reliable Evidence: Active Learning & Information Literacy — UC 310

Do your students have difficulty forming research questions? Do they struggle to evaluate sources of information for credibility? Come to this teaching demonstration and learn techniques from teaching librarians as they demonstrate active learning approaches to help students enhance their ability to do research.

- Joanna Gadsby, Library
- Katy Sullivan, Library

10:30-11:15 am *Concurrent Sessions*

Pedagogical Innovation Demonstration: Team-Based Learning — UC 312

Team-based learning (TBL) has been described as "group work that really works." This classroom approach engages the elements of effective group work in a coherent strategy that promotes students' self-directed learning. In this demonstration, participants will watch and discuss videos of TBL classes taught by Sarah Leupen (Biology) and Kal Nanes (Mathematics & Statistics).

- Kerrie Kephart, Faculty Development Center
- Kal Nanes, Mathematics and Statistics
- Becca Scharf, Public Policy

Closing the Loop with Evidence-Based Interventions — UC Ballroom Lounge

You've analyzed student learning outcomes data from your course and discovered that your students struggle with academic writing—now what? How do you implement an intervention to close the loop? How will you know if the intervention is effective? In this presentation, assessment leaders from Undergraduate Academic Affairs demonstrate how they engaged learning and success data to identify, implement, and assess interventions across the division. Additionally, they discuss how they fostered collaboration across programs by creating biannual Data Days.

- Lisa Beall, Office of Undergraduate Education
- Delana Gregg, Learning Resources Center

Increasing Student Engagement Through Effective & Efficient Grading — Engineering 102

How can you streamline your grading processes and improve your students' learning and success? Recent research suggests that long-term student success is linked to learner engagement. Blackboard can help you foster student engagement by making it easier to give substantive and timely feedback, particularly through the Grade Center. Even if you're already using the Grade Center, Blackboard offers other tools to make grading more effective and efficient (Rubrics) while also engaging students (Achievements). Join UMBC instructional technology experts to learn more.

- Mariann Hawken, Instructional Technology
- Tom Penniston, Instructional Technology

Next Steps in Assessing Graduate Learning — UC 310

Join graduate faculty to learn how they are working to improve courses and programs through assessment plans that include explicit outcomes, curriculum mapping, direct measures, and closing-the-loop applications. Faculty will explore how course-level learning in core and introductory courses grows into mastery and ways to intervene to improve this growth.

- Anita Komlodi, Information Systems
- Doaa Rashed, MA TESOL Program, Education
- Vickie Williams, Education

11:15 am-12:00 pm *Poster Presentations* *UC Ballroom*

12:00-12:30 pm *Lunch* *UC Ballroom*

12:30-2:00 pm *Plenary Presentation* *UC Ballroom*

Get Students to Focus on Learning Instead of Grades: Metacognition is the Key!

21st Century students come to college with widely varying academic skills, approaches to learning, and motivation levels. Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning. This session will focus on the importance of helping students acquire simple, but effective learning strategies based on cognitive science principles. We will engage in interactive reflection activities that will allow attendees to experience strategies that significantly improve learning while transforming student attitudes about the meaning of learning.

Dr. Saundra Yancy McGuire is the Director Emerita of the Center for Academic Success and retired Assistant Vice Chancellor and Professor of Chemistry at LSU. Prior to joining LSU, she spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award. She has delivered keynote addresses or presented workshops at over 250 institutions in 43 states and eight countries. Her latest book, *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation,* was released in October 2015. The most recent of her awards is the 2017 American Chemical Society (ACS) Award for Encouraging Disadvantaged Students to Pursue Careers in the Chemical Sciences. She received her B.S. degree, *magna cum laude*, from Southern University in Baton Rouge, LA, her Master's degree from Cornell and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise.

2:00-2:15 pm *Closing Remarks* *UC Ballroom*