3rd Annual Spring Teaching Symposium
Presented by the Center for Teaching & Learning
Facilitated by the 2018–2019 Future Faculty Fellows
February 2, 2019
Zell B. Miller Learning Center

Schedule of Events

9:30–10:00  Coffee and Registration
Room: MLC 247

10:00–10:50  Welcome: Dr. Zoe Morris, Center for Teaching and Learning
Room: MLC 248

Keynote: Dr. Henry (Rique) Campa III
“Be Nimble: Building Transferable Skills for Career Success in Academic and Non–Academic Positions”
Room: MLC 248

Henry (Rique) Campa, III, Ph.D. is an Associate Dean in the Graduate School and a Professor of Wildlife Ecology in the Department of Fisheries and Wildlife at Michigan State University (MSU). In his roles as an Associate Dean, he develops, implements, and evaluates career and professional development programs associated with MSU’s PREP (Planning, Resilience, Engagement, and Professionalism) program. In addition, he also directs activities and grants at MSU associated with the NSF–funded CIRTL (Center for the Integration of Research, Teaching, and Learning) Network including the FAST (Future Academic Scholars in Teaching) Fellowship Program. Rique’s research interests are in the areas of wildlife–habitat relationships, ecosystem management, effects of disturbances on wildlife, and the career and professional development associated with graduate education. Since 1990, Rique has generated approximately $25M in research funding. He has conducted ecological research throughout the U.S. and in Kenya and Nepal. Before coming to MSU, Rique worked for the U.S. Fish and Wildlife Service as a Wildlife Biologist and the Michigan Department of Natural Resources as a Wildlife Research Biologist. Rique has served in leadership positions for The Wildlife Society (TWS) at the national, regional, and state levels and is a Certified Wildlife Biologist with TWS. Rique teaches undergraduate and graduate courses and has taught study abroad courses in Kenya and the Bahamas. He has been awarded a Lilly Teaching Fellowship, the MSU Teacher–Scholar Award, the Excellence in Teaching–Established Teacher Award from the College of Agriculture and Natural Resources (CANR), and the Distinguished Faculty Award from the CANR. In 2004, Rique was selected as an “exemplary teaching professor” to participate in the National Case Study of Learner–Centered Approaches in Agriculture, Food, and Natural Resources. In 2011, Rique received TWS’s Excellence in Wildlife Education Award and was selected as a Wildlife Society Fellow in “recognition of exceptional service”. In 2015, Rique was awarded the Teaching Award of Merit from the North American Colleges and Teachers of Agriculture.

Dr. Campa's visit is co-sponsored by the Graduate School and the Center for Teaching and Learning.
Session I Concurrent Workshops

Workshop 1
“Competition in the Classroom: Employing Gamification in Introductory Classes”
Facilitator: Savannah Jensen (English)
Room: MLC 250

Abstract: Are you looking for a new way to create a sense of community among your students? Are you trying to find new ways to engage them? Do you like games? If so, this workshop is for you. In this interdisciplinary workshop participants will learn about gameful learning and gamification and how these concepts can be applied in their classroom without creating an excessive amount of new work. This workshop will help participants think about what habits they want students to engage in and how they can reward students for those habits.

Workshop 2
“Accessible Course Content: Tips for Notes, Guides, and Presentation Slides”
Facilitators: Annie Watson (International Affairs) and Jeff Robert (Financial Planning, Housing, and Consumer Economics)
Room: MLC 267

Abstract: Our classrooms are seeing rising numbers of international and non-traditional students, as well as students with disabilities. This increasing diversity of student backgrounds and classroom needs has cemented the importance of making our course content accessible. Instructors who take steps to provide notes, presentations, or study guides may, in the long run, help all students engage with course content on a deeper level. In this session, we will present potential student aids that faculty members and TAs can provide as part of their courses. Participants will discuss the benefits and drawbacks of these aids, work in small groups to generate techniques for use with discipline-specific content, and share these new techniques with one another.

Workshop 3
“Using Concept Maps and Primary Literature in an Active Learning Large Enrollment Course”
Facilitators: Ashley LaVere (Ecology) and Dr. Jasmine Crumsey Forde (Ecology)
Room: MLC 268

Abstract: Creating authentic activities that facilitate deep thinking among a diverse set of students can be challenging in large enrollment classes. This workshop guides participants through a concept mapping activity in which students organize mental models of key concepts and connections illustrated in primary scientific literature both individually and as a group. The example activity will use a peer-reviewed article on the role of deforestation in the Ebola virus outbreak in West Africa as a case study. By the end of this workshop, participants will be able to evaluate primary literature for its use in active learning exercises and learn how to adapt activities to be conducive in a large enrollment class. This workshop is intended for faculty teaching large enrollment courses who aim to promote interpersonal discussion among students or seek to improve data literacy and science communication.

11:45–12:30 Lunch and Poster Session
Room: MLC 253
Session II Concurrent Workshops and TA Policy Part I*

Workshop 1
“Strategies for Identifying and Addressing Hidden Assumptions in the Classroom”
Facilitators: Sammantha Holder (Anthropology), Christina Crespo (Anthropology, Integrative Conservation), and Chioma Kas-Osoka (Health Promotion and Behavior)
Room: MLC 250

Abstract: Knowledge transmitted within the classroom goes beyond course content, carrying with it norms of academic disciplines that are often taken for granted. Moreover, even if the instructor presents themselves as neutral, every person brings with them principles, values, attitudes, beliefs, and worldviews. These inform what knowledge is included and how that knowledge is presented to students. When left unexamined, these hidden assumptions can produce inequities in student learning and minimize the role of underrepresented students in the classroom. Through this workshop, graduate students from across the disciplines will explore the role of power in knowledge production and transmission within the classroom by participating in a series of exercises drawn from “Theatre of the Oppressed.” The objectives are (1) to reveal hidden assumptions regarding how knowledge is produced and transmitted and (2) to develop strategies to more effectively address the educational needs of students from underrepresented populations.

Workshop 2
“Taking the Classroom Outside: How to Incorporate Real and Virtual Field Trips in Your Course”
Facilitators: Pedro Monarrez (Geology) and Jessica Parks (Financial Planning, Housing, and Consumer Economics)
Room: MLC 267

Abstract: Taking the classroom outside is an effective method of using the student's surroundings to apply and reinforce material they learned in the classroom to real world examples. This workshop will cover methods of taking the lesson plan outside of the formal classroom space to learn and apply objectives covered inside the classroom. Examples of assignments that will be discussed include instructor-led field trips, self-guided field trips for students, and virtual field trips using different software and applications. The aim of this workshop is to have graduate teaching assistants develop ideas to design assignments that require observations made outside of the classroom.

Workshop 3
“Quality Over Quantity: Designing and Implementing Guided Notes in the Classroom”
Facilitator: Dr. Yachao Bruce Li (School of Public Health, Georgia State University)
Room: MLC 268

Abstract: Guided notes are instructor-prepared handouts that present an outline of the information covered during class sessions and prompt students to write key points, concepts, and examples during the lectures. The objectives of this workshop are to provide an overview of the benefits of guided notes and to offer practical guidelines about how to construct and use guided notes in class. Participants will have the opportunity to design their own guided notes during the workshop and discuss with peers to generate innovative ideas about guided note development and usage. Participants should leave the workshop with a mastery of the principles and practices of using guided notes to improve teaching and learning. Instructors of record, teaching assistants, lab assistants, and others with teaching responsibilities are all welcomed.

“TA Roles and Policies” Part I*
Mandatory Session to Fulfill TA Policy
Facilitator: Zoe Morris
Room: MLC 248
Session III Concurrent Workshops & TA Policy Part II*

**Workshop 1**

“Incorporating Art to Creatively Enhance a Non-Art Class”
Facilitators: Wen-hao Winston Chou (Sport Management), Jennifer DeMoss (Anthropology, Integrative Conservation), and Jhih–yin Diane Lee (Art Education)
Room: MLC 250

Abstract: In this workshop, three university course instructors from sport management, art education, and anthropology share their experiences of using hands–on art activities as a catalyst to foster learner outcomes in non–art classes. This workshop aims to provide attendees with applicable methods of art integration in higher education. A scenario of a press conference for a professional athlete and three art media—drawing, performance, and film—will be used as examples to demonstrate the instructional process. Workshop attendees will learn practical strategies of teaching such as designing engaging activities, leading productive discussions, facilitating class interaction, and involving interdisciplinary teaching. Course instructors from all disciplines at the college level are welcomed to this workshop. Materials such as art supplies will be provided.

**Workshop 2**

“Case Studies for Understanding Content and Developing Skills”
Facilitators: Angela K. Burrow (Forestry and Natural Resources), Vanessa Swenson (Linguistics), and John Banister (Communication Studies)
Room: MLC 267

Abstract: Case studies are an effective time–restrained active learning method. This strategy pairs story–like problem vignettes and discussion to generate solutions. Case studies provide the excitement of discovery and inquiry without the expense, time and resources required for actual field experiences. Depending on the case, additional research may or may not be required. While fully encompassing an actual relevant issue and associated data, case studies can often be completed in a single class. Students gain content knowledge and prowess in critical thinking, analysis and decision making. This workshop will provide instructors and teaching assistants with the skills they need to find, choose, modify, and lead case study sessions in the classroom. Participants will work together in groups to meet these objectives.....case study style!

**Workshop 3**

“Using ‘Poll Everywhere’ to Promote Active Discussion and Inclusivity”
Facilitators: Diogo Cosme (Romance Languages) and Aaron DeLeo (Cell Biology)
Room: MLC 268

Abstract: Engaging students in discussions is a common challenge many instructors face. Students' personalities, number of students, and time are among many logistical factors to consider. Getting all student voices heard often proves a difficult task. As instructors, it’s our responsibility to find and implement strategies to make this happen. This workshop presents an activity that allows students to practice presenting, summarizing, and reporting information through argumentative discussion with peers. Inclusivity is promoted through 4 moments: exposition, small group discussion, collaborative writing, and result analysis with the whole class through the online platform ‘Poll Everywhere.’ An electronic device with internet connection is required.

“TA Roles and Policies” Part II
*Mandatory Session to Fulfill TA Policy*
Facilitator: Zoe Morris
Room: MLC 248

2:20–3:00  **TA Panel Discussion: “Making Opportunities to Teach”**
Panelists: Angela Burrow (Forestry and Natural Resources), Michael Thomas (Financial Planning, Housing, and Consumer Economics), and Andrew Wiggins (Microbiology)
Room: MLC 248