



Framingham
State University

PERSPECTIVES ON TEACHING AND ADVISING

January Day

Wednesday, January 10, 2018

8:30 a.m. - 3:30 p.m.

McCarthy Center, Forum

Continental breakfast and lunch will be provided.

*For more information, please contact Jon Huibregtse
via email at jhuibregtse@framingham.edu*

EVENT SPONSORED BY

CELTSS

Center for Excellence in Learning,
Teaching, Scholarship, and Service

CELTSS January Day Faculty Development Program January 10, 2018

8:30-9:00	Forum	Continental breakfast
9:00-9:15	Forum	Welcoming remarks Jon Huibregtse, Assistant Director of CELTSS Linda Vaden-Goad, Provost and Vice President for Academic Affairs

9:30-10:30 MORNING SESSION 1

MC 415

Experiences with an Alternative Grading System

Brian Souza, Food and Nutrition

Are you frustrated when students focus on outcome (i.e., a grade) instead of process (i.e., learning)? In this presentation, Brian will discuss his experiences implementing "contract grading" in an introductory health and wellness course. Contract grading is a general term for alternative assessment strategies designed to improve motivation (i.e., mindset), performance, and life-skills and decrease the negative thoughts, feelings, and behaviors sometimes associated with traditional grading schemes. Brian will briefly describe the course and a theoretical rationale for alternative assessments. He will also share his successes and failures by highlighting student feedback.

MC 417

The Benefits and Limits of Teaching World Politics through an Online Simulation

Joe Coelho, Political Science

Advocates of active and experiential learning argue that simulations have two main advantages over traditional teaching method. First, simulations can improve students' motivations to learn the materials, and second, simulations create a learning environment whereby students are encouraged to learn through experience by peer interaction rather than simply as recipients of information by the instructor. Joe's presentation will focus on the various benefits and limits of incorporating the Statecraft Online Simulation to his Introduction to World Politics course. Based on available data from six semesters of teaching the course, it is clear that the simulation improved student enjoyment of the class and their motivation to learn more about the subject area. Joe has, however, found little evidence that students who participated in the simulation scored significantly higher on exams than those students who did not have the simulation as part of their class.

MC 419

Teaching to Transgress: Cultivating a Multicultural Classroom

Martel Pipkins, Sociology, Lina Rincón, Sociology

This is an opportunity to learn ways to restructure and enhance our teaching practices for a multicultural classroom through inclusive teaching practices. We will introduce faculty to ways of navigating difficult conversations and guiding students in transgressing against racism, sexism, classism, and national

boundaries. We will present a framework that will help college educators to move towards an education that emphasizes the practice of freedom, especially as it pertains to the everyday lives of our students. This session features an overarching pedagogy that allows faculty to embed these practices within the context of their discipline from STEM to the Social Sciences.

10:30-10:45 Break

10:45-11:45 MORNING SESSION 2

MC 415

Requiring Supplemental Instruction: Lessons Learned from the Use of Dedicated Professional Tutoring in First-Year Writing Classes

Patricia Lynne, English, Sandy Hartwiger, English, Lorianne DiSabato, English, Ashley Barry, English and CASA

What happens when supplemental instruction is required as part of a course? This past fall, the English department offered two pilot sections of ENGL 100 and ENGL 110 that featured a dedicated professional tutor. Based on students' placement exams, the strongest writers placed into ENGL 100 were invited to enroll in a tutor-assisted section of ENGL 110, while the weakest writers were invited into a tutor-assisted section of ENGL 100. In this session, faculty participants will discuss what they learned from the experience of working with struggling writers in a course with a required additional hour of tutoring.

MC 417

FSU and the Smithsonian Affiliations program: Sure, that's great but what does that do for me?

Irene Porro, McAuliffe Center for Integrated Science Learning

In 2015 FSU became a member of the Smithsonian Affiliations program, a network that includes museums, cultural organizations and universities in 46 states, Puerto Rico and Panama. In this session, Irene Porro will introduce many of the resources the Affiliations program offers to FSU faculty: professional development and fellowship opportunities; collaborations with Smithsonian researchers; exploration of relationship and partnerships with other Affiliates during the annual Smithsonian Affiliations conference; and college-level internships. She will also present results from her participation in the Smithsonian Visiting Professional Program, including two initiatives that integrate humanities and science content and expertise.

MC 419

Partnering with the Office of Career Services & Employer Relations

Jill Gardosik, Career Services

This session will highlight ongoing faculty collaborations with the CSER office. Faculty in attendance can use this information to begin or enhance their department's relationship with the office, resulting in a student body that is more prepared for life after FSU. This session will also highlight collaborations within the MetroWest community and offices on-campus, such as First-Year Programs, Advising Center, and Residence Life & Housing. An overview of the popular CHOICE, Pathways, and Washington Center internship programs will also be provided.

1839 Room

Adopting Video Capturing Technology for Assessing Students' Problem-Solving Approach
Vinay Mannam, Chemistry and Food Science

Measuring student growth in their problem-solving capabilities becomes challenging when venturing beyond 'the right answer and procedure'. Defining problem-solving quality parameters is key in the process of assessing and improving teaching techniques. A video capture problem-solving assignment is developed and employed in a food engineering course to understand the following items: 1) Are students able to employ effective strategies taught in class? 2) What are the changes needed in teaching the mechanics of problem-solving to students? This session presents the details of the approach with key findings to discuss its benefits and drawbacks for future adoptions.

11:45-12:30 Lunch in the Forum
Quality Matters awards
First-Year Foundations awards
Moon Landing Anniversary initiative

12:30-1:00 Collaborating for Success: Getting to know your Colleagues

As the university grows, getting to know colleagues outside of our normal work orbit is challenging and essential. In an effort to help faculty get to know colleagues from across campus, participate in this after-lunch activity, Collaborating for Success, in keeping with the theme from the Distinguished Faculty lectures.

To begin, experienced faculty will be paired with newer colleagues for 7-8 minutes to introduce themselves and get to know one another. At the end of the designated time, participants will seek out an unknown colleague. The only "rule" is to seek out colleagues you do not know, or at least do not know well. After another 7-8 minutes, seek out another unknown colleague.

The CELTSS Programming Subcommittee hopes that in addition to getting to know our colleagues better, this will lead to productive discussions and academic collaboration that we might not otherwise have had.

1:15-2:15 AFTERNOON SESSION 1

MC 415

Challenges and Opportunities in Teaching with Civic Learning and Community Engagement Curricula
Colleen Coyne, English, Jennifer Dowling, Communication Arts, Vinay Mannam, Chemistry and Food Science, Lina Rincón, Sociology, Patricia Sánchez-Connally, Sociology

Would you like to help your students learn course material while also contributing to the university and local community? This session brings together faculty from English, Communication Arts, Sociology, and Chemistry and Food Science—many of whom participated in the 2016–2017 Civic Learning, Engagement and Outreach (CLEO) faculty workshop—to share their experiences with different types of service learning initiatives. Topics include finding a partner organization, clearly communicating expectations, and creating meaningful assignments. Panelists will share both their success stories and their stumbling blocks. You'll have a chance to explore and discuss your own ideas about how to incorporate service learning and community work into your teaching.

MC 417

LanSchool - A Classroom Management Tool

Satish Penmatsa, Computer Science, Conny Breuning, Computer Science

Beginners in computer programming often make several errors; finding and resolving errors for multiple students in a large class is often time consuming. In order to make efficient use of the instruction time and improve student learning, we used LanSchool Classroom Management Software (CMS) in two introductory programming courses during AY 2016-17. In this session, we will share the key features of this CMS, such as sharing student screens with the class for group debugging and monitoring student screens by the teacher, and present our observations/findings.

Alumni Room

A Discussion about Difficult Conversations in the Classroom

Rebecca Shearman, Biology, Jerusha Nelson-Peterman, Food and Nutrition, Nicole Rossi, Psychology and Philosophy, Michael Greenstein, Psychology and Philosophy, Deborah McMakin, Psychology and Philosophy

The political climate and recent hate crimes bring opportunities for classroom discussions on controversial and/or highly charged topics such as inequities related to race, gender and sexual orientation. Following recent hate crimes, many FSU students expressed disappointment and frustration when these events were not discussed in their classes. Discussing charged topics is part of a democratic education and associated with civic engagement. However, some students and faculty avoid such classroom conversation out of fear of conflict, fear that the conversation will become hostile, or concern that the course content does not lend itself to conversation. Many faculty do not feel supported or equipped to facilitate difficult conversations. Join us for a conversation with faculty who will discuss how they address challenges and ongoing fears and utilize tools for facilitation.

2:30-3:30 AFTERNOON SESSION 2

MC 415

Want to Stimulate Rich Discussions? Here's One Way How

Ira Silver, Sociology

Students are best prepared to discuss course material when they have done the assigned reading and thought seriously about it. Therefore, I require students to post critiques in advance of most classes. I read these carefully as I'm prepping, incorporating their ideas and questions into my notes. I draw on this information in class, asking particular students to elaborate on ideas they've written. This strategy stimulates rich discussion, and coming into class with a keen sense of what students are thinking enables me to tailor the discussion toward topics of interest to students.

MC 417

Caregivers in the Classroom

Lissa Bollettino, History, May Hara, Education

Faculty and students bring complex, intersecting identities to the classroom. One often-overlooked identity is that of caregiver to children, elderly parents, or ailing family members. This identity has important implications for teaching and learning. This roundtable session will open a discussion of the

experiences of faculty and student caregivers in the university setting, the constraints and affordances for caregivers in the classroom, and pedagogical implications. The purpose of the session is to spark a discussion concerning how caregiving intersects with classroom topics and responsibilities, and to identify strategies to help students and faculty work in mutual support.

MC 419

Faculty Book Circle – Promoting Diversity and Social Justice: Educating People from Privileged Groups by Dr. Diane J. Goodman

Kimberly Dexter, Director of Equal Opportunity, Amy Knapp, Biology

Promoting Diversity and Social Justice provides theories, perspectives, and strategies that are useful for working with adults from privileged groups—those who are in a more powerful position in any given type of oppression. This accessible and practical guide offers tools that allow educators to be more reflective and intentional in their work, helping them to consider who they're working with, what they're doing, why they're doing it and how to educate more effectively.

During the spring semester, Amy Knapp, Assistant Professor in the Biology Department, and Kim Dexter, Director of Equal Opportunity, will be facilitating monthly discussions with faculty around topics addressed in Dr. Goodman's book. Each month, Amy and Kim will also highlight concepts that correspond to book chapters through short articles by Dr. Goodman. So even if you haven't caught up on the book reading, the articles will prepare you to engage in the discussions with your colleagues. Stay tuned for dates, times, and locations!

3:35-4:30 All About Personnel Actions Workshop

McCarthy Center, Alumni Room

Elaine Beilin, CELTSS Director, Jon Huibregtse, CELTSS Assistant Director

Faculty who will be coming up for personnel actions in 2018-2019 (reappointment, tenure, promotion, or post-tenure review) will have the opportunity to talk informally with MSCA-Framingham President, Robert Donohue, Communication Arts Department Chair, Derrick TePaske, faculty who have served on personnel committees, and faculty who have recently gone through personnel actions. We will also have sample personnel binders on hand for faculty to examine. This is a great opportunity to ask questions about the contract and the process.

******Submit your assessment form and enter a raffle******

When you bring your completed January Day Assessment Form to the Forum at the end of the day, drop your name badge into our container, and your name will be entered in a raffle to win a brand new Kindle Fire.