

JANUARY DAY

Perspectives on Teaching and Advising

Wednesday, January 9, 2019

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

McCarthy Center, Forum

Continental breakfast and lunch will be provided.



For more information, please contact Lina Rincón
via email at Irincon@framingham.edu

(Snow Date: Thursday, January 10, 2019)

EVENT SPONSORED BY

CELTSS

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



Framingham
State University

CELTSS January Day Faculty Development Program January 9, 2019

8:30-9:00	Forum	Continental breakfast
9:00-9:10	Forum	Welcoming remarks Lina Rincón, Assistant Director of CELTSS Linda Vaden-Goad, Provost and Vice President for Academic Affairs

9:15-10:15 MORNING SESSION 1

MC 415

Streamlining Student Video Assignments

Gordon Hall, Education Technology Office and Erastus Ndinguri, Management and Business IT

Student created videos allow you to collect student presentations or oral homework online. This can free up classroom time or give you the ability to watch a student's performance in an online course. Students can create videos on their phones or laptops and link them to the Blackboard course using Panopto. Clear communication of assignment requirements is just as important as providing technical instructions for the creation of the videos. This session will look at both instructional and technical best practices for using student video assignments in Panopto.

MC 417

Flipping Library Instruction: New Approaches to Faculty-Librarian Collaboration in the Classroom

Colleen Cressman, Library, Hedda Monaghan, Library, Lina Rincón, Sociology

Frustrated with finding the most effective way to provide database instruction to students? Interested in ways librarians can support your classroom beyond database instruction? This presentation discusses three new and novel projects in library instruction and faculty-librarian collaboration in the classroom. Projects discussed include, flipping the classroom as a model for database instruction, the creation of a library research guide as an assignment, and new library instruction assessment efforts. Librarians and faculty will share the details of each project. Discussion and questions will be encouraged.

MC 419

Using Blackboard Outcomes for Program Improvement

Kelly Kolodny, Education, Kate Stewart, Education, Robin Robinson, Education Technology Office, Stacy Cohen, Education Technology Office

The interactive presentation explores how faculty and staff at the College of Education utilize Blackboard Outcomes to collect and analyze assessment data for program improvement and CAEP accreditation. During the session, the presenters also will share a process by which the College of Education collects candidate disposition data from public school supervising practitioners utilizing the Outcomes tool. Sophisticated data reports are generated through the Blackboard EAC reporting tool.

Alumni Room

Guided Notes in Undergraduate Courses: A Strategy to Enhance Engagement

Mirari Elcoro and Krystal Broughton, Psychology and Philosophy

Some lessons learned from using guided notes in undergraduate courses to promote engagement will be presented. The main goal is to delineate advantages and disadvantages of the use of guided notes with undergraduate students. Students completed surveys about their experience using guided notes and selected literature on this topic was reviewed by the presenters. Based on the compiled data and the literature review, ideas for future systematic evaluations of guided notes are outlined. Also, some practical recommendations for the use of guided notes are provided.

10:15-10:30 Break

10:30-11:30 MORNING SESSION 2

MC 415

Earn a bachelor's and master's degree in just five years (4+1 Programs)

Sunny Tam, Graduate Studies in Biotechnology, Suzanne Neubauer, Food and Nutrition, Desmond McCarthy, English

Framingham State's 4+1 programs give high-achieving undergraduate students the opportunity to earn a graduate degree in just one additional year. Students who meet certain qualifications apply to the graduate program during their junior year and begin taking graduate level courses during their senior year. These courses count toward both a bachelor's and master's degree, providing students with the opportunity to earn both in just five years, saving cost and time. Coordinators from the three FSU departments currently offering the 4+1 program will host a panel discussion on this new educational path, its mission, opportunities and benefits for the students. This will include the Professional Science Master's program, English program, and Food and Nutrition Coordinated program in Dietetics.

MC 417

Beyond Content: Commenting on Student Writing

Patricia Lynne, English

Faculty frequently assign formal written work but can sometimes find the resulting stack of papers daunting. Faced with unsupported assertions and poorly structured arguments – not to mention errors in grammar, citation, and proofreading – we can find it difficult to know how to provide feedback about their writing, particularly when we see issues in content, too. Based on nearly three decades of experience teaching writing courses, this session will offer some guidance for effective commenting on student writing. Participants will practice ways to make useful marginal comments, handle sentence-level error, and encourage students to take their writing seriously.

MC 419

CELTSS Book Circle Preview

Phoebe Lin, Psychology and Philosophy, Luis Rosero, Economics

In *What the Best College Teachers Do*, pedagogical expert Ken Bain, after a 15-year study of almost 100 professors across different areas of expertise and types of institutions, offers unique insight applicable to all

of us. To learn more, join the upcoming CELTSS book discussion group! In 3 sessions during the spring semester, Phoebe Lin (Psychology) and Luis Rosero (Economics) will lead active discussions that reflect on and analyze Bain's findings and insight. What are distinct characteristics of effective instructors? What teaching techniques best motivate students to engage with the material? How can professors challenge students to think critically as active learners? These are just a few of the exciting questions that we will explore! Meeting times have been tentatively scheduled, but we can be flexible based on interest/availability of our colleagues.

Alumni Room

Integrating Primary Literature into the Classroom

Aviva Liebert, Biology

Incorporating primary research into classes can be challenging for both students and faculty when students have limited experience in a subject. However, the opportunities for learning are great. In addition to providing more in-depth experience with a topic, focused discussions of primary literature can help students better understand how knowledge is built through investigation, as well as reveal misconceptions about the research process. This session will address Aviva's experience requiring Ecology students to read and discuss primary research articles, and will provide an opportunity for open discussion of attendees' own experiences.

11:30-12:15 Alumni Room Poster Session

Maria Bollettino, History

Rethinking Race, Loyalty, and Subjecthood in the Long Eighteenth Century: A Primary Source Workshop

Michael Crosier, Food and Nutrition

Attending American Society for Nutrition conference

Jennifer DeLeon, English

Dreamers & Young Adult Fiction: How Undocumented Teens Can Reshape the U.S. Immigration Narrative

Mirari Elcoro, Psychology and Philosophy

Updates on Bringing the Laboratory into the Classroom

Vincent Ferraro, Sociology

Multilevel Modeling of Non-Normal Data

Laura Lamontagne, Economics

Taboo Topics – Making Economics Relatable in the Classroom

Virginia Noon, Fashion Design and Retailing

Funding to Support Ongoing Doctoral Research: Part Time Student, Full Time Professor

Cynthia Prehar, Psychology and Philosophy

Graduate School Admissions in Psychology & Related Fields

Luis Rosero, Economics

Best Practices in Economics Teaching

Folashade Solomon, Education

Research on Olivia Davidson in Hampton University and Tuskegee University Archives

12:30-1:15 **Lunch in the Forum**
Quality Matters awards
First-Year Foundations awards

1:15-2:15 AFTERNOON SESSION 1

MC 415

Gamification of Teaching

Michael Greenstein, Psychology and Philosophy

Michael will provide an overview of the basics of course gamification using examples of how it has worked when implemented at Framingham State. By sharing quantitative and qualitative feedback from students taking his gamified course, along with anecdotes from his experiences with gamified teaching, Michael will highlight benefits of this teaching approach, particularly for reaching students with varying levels of preparedness and interest. Translating research to practice, terms associated with the gamification literature will be shared and connected to accessible teaching. Finally, Michael will share the broader theoretical context for why gamification works, using gaming industry and experimental psychology examples.

MC 417

What math course should my advisees take?!

Benjamin Atchison, Michael Krul, Matthew Moynihan, and Christopher Staniszewski, Mathematics

Students are more likely to succeed in math courses when they have the required prerequisite skills and are in a course that aligns with their major and career goals. With students now choosing their first-year schedules, the role of the advisor is even more important. If you've ever found yourself asking "Why are there so many statistics courses? Why do placement scores 2.0 and 2.5 mean the same thing? What is the Math Emporium?" then this is the session for you!

MC 419

A New Way to Teach: Establishing a Teachers' Institute at Framingham State

Lori Bihler, History

Interested in sharing your expertise with local middle and high school teachers? Every Massachusetts secondary educator must complete graduate coursework in their content area to maintain Professional Licensure. This session will explain how FSU faculty can teach a new kind of graduate course that will meet the changing needs of teachers and professors, alike.

Alumni Room

Advising Generation Z: Understanding, Educating and Advising the Students Before Us

Christopher Gregory, Director of the Advising Center, and Erin Coughlin-Doherty, PLUS Coordinator and Academic Advisor

Generation Z, or students born between 1995 and 2010, possess a general set of characteristics advisors and faculty must educate themselves about in order to advise, teach, and mentor the Zs successfully. We will discuss Z characteristics; how they process and interact with information; how they regard education and work; and what we must do in the classroom and the advising session to mentor Gen Zs. Case studies will be included in this interactive session, and members of the Advising Center will explain new initiatives we are developing as a response to Generation Z.

2:30-3:30 All About Personnel Actions Workshop

McCarthy Center, Alumni Room

Jon Huibregtse, CELTSS Director, Lina Rincón, CELTSS Assistant Director

Faculty who will be coming up for personnel actions in 2019-2020 (reappointment, tenure, promotion, or post-tenure review) will have the opportunity to talk informally with MSCA-Framingham Union President, Robert Donohue, Chair of Promotions Committee, Jennifer Dowling, Tenure Committee member, Paul Bruno, 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 tag into our container, and your name will be entered in a raffle to win an Amazon Echo Dot.