



PERSPECTIVES ON TEACHING AND ADVISING January Day

Wednesday, January 8, 2020
8:30 a.m. - 4:00 p.m.
McCarthy Center, Forum

EVENT SPONSORED BY

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

CELTSS January Day Faculty Development Program January 8, 2020

8:30–9:00	Forum	Continental breakfast
9:00–9:10	Forum	Welcoming remarks Jon Huibregtse, Director of CELTSS Angela Salas, Provost and Vice President for Academic Affairs

9:15–10:15 MORNING SESSION 1

MC 415

Digital Humanities in Action at FSU

Kristen Abbott Bennett, English; Joseph M. Adelman, History; Bartholomew Brinkman, English; Hedda Monaghan, Library

Panel participants will present activities inspired by digital humanities practices that have been particularly effective in our classrooms. All activities under discussion use accessible tools that help students increase their digital literacies, giving them habits of engagement with technology that transfer not only across disciplines, but also into the job market.

MC 417

The Millennial Generation: Common Experiences Guiding them into Adulthood

Donna-Marie Cecere, Fashion Design and Retailing

The purpose of this qualitative study was to explore the Millennial Generation's perceptions of how their formative experiences have affected their transition into adulthood. It was my intention through this phenomenological study to view the Millennial Generation's common formative experiences through the lens of the Theory of Generations and the Theory of the Emergent Adult. Additionally, I sought to link their familiarities to their current behaviors and mindset.

MC 419

Using Jupyter Notebooks to Increase Quantitative Literacy in the Gen Ed Classroom

Guy Evans, Physics and Earth Science; Lawrence McKenna, Physics and Earth Science

Rapid growth in mass data collection and algorithmic decision-making is a leading driver of technological innovation and economic growth with important implications for American democracy. FSU students and faculty have the opportunity to be at the forefront of this data science revolution, but only if they are equipped with the skills, knowledge and confidence informed by concrete hands-on experiences. This seminar will introduce participants to Jupyter Notebook, a professional data science platform that can also be used as an open education resource to introduce students to computational techniques and explore relevant real-world data across the curriculum.

Alumni Room

Maieutics: Toward a Different Perspective on Learning and Teaching

Jamie Weiss, Graduate School of Business

In his seminal work, *The Paideia Proposal; An Educational Manifesto*, the American philosopher Mortimer Adler distinguished among three types of learning and teaching: Didactic, Socratic, and Maieutic. Dr. Jamie Weiss, who teaches 'Communication and Negotiation' in the Graduate School of Business, will lead a discussion of the distinctions separating and linking the three. With demonstrations of each type, and break-out sessions to explore immediate classroom application, this talk promises to be provocative, liberating, and practical.

1839 Room

Engaging in Race Dialogue in Teaching and Advising

Connie Cabello, Vice President for Diversity, Inclusion and Community Engagement; Lina Rincón, Sociology

This session provides participants with a safe and brave space to reflect on their feelings, thoughts, fears, and emotions regarding race dialogue. Presenters will guide participants in reflecting on the definition of race and the real consequences of this definition on the experience of our students, and connecting those definitions to their practice as teachers and advisers. Presenters will share specific tools to engage in genuine race dialogue.

10:15–10:30 Break

10:30–11:30 MORNING SESSION 2

MC 415

Library Instruction: Reaching a Shared Understanding of Student Needs

Hedda Monaghan, Library; Sandra Rothenberg, Library

Library, or information literacy, instruction is a valuable addition to many courses. This session will explore how to get the most out of incorporating library instruction into a course. Librarians will share anecdotal and data-driven insights into the most impactful ways to incorporate library instruction into a syllabus. Important to impactful library instruction is reaching a shared understanding of expectations and assumptions of students' research skills. Faculty attending the session will be asked to share their expectations and assumptions of students' research skills. The discussion will also incorporate student feedback of library instruction.

MC 417

Experiences with a Flipped Classroom

Jerusha Nelson-Peterman, Food and Nutrition; Megan Lehnerd, Food and Nutrition

For a content-heavy section of NUTR 478 (Community Nutrition), we flipped the classroom by providing Panopto lectures ahead of class time and facilitating engaged, application-focused activities during class time. In this session, we will discuss our planning, implementation, successes, struggles, and ideas for next semester. The session will include time for participants to examine their own course schedules and brainstorm ways to incorporate flipped classroom activities into existing courses. Participants are encouraged to bring a course syllabus and schedule.

MC 419

RAMS 101 Seminar on First-Year Students: Impact and Lessons Learned

Sarah Mulhall Adelman, History; Lina Rincón, Sociology; Michael Grim, Chemistry; Lissa Bollettino, History; Bridgette Sheridan, History

The experience of faculty who taught RAMS 101 seminars in Fall 2019 and surveys conducted with RAMS 101 students suggest ways to have positive impacts on freshmen's ability to successfully transition to college. Presenters will share lessons they have learned in aiding first-year students' transition to college in the context of the findings from the survey data. This session will be of interest to all who teach first-year students.

Alumni Room

STEM Racial Equity Project Data Group Presentation and Project Update

Catherine Dignam, Chemistry and Food Science; LaDonna Bridges, CASA; Matt Moynihan, Mathematics; Robert Donohue, Psychology and Philosophy

The STEM Racial Equity Project is funded by the Howard Hughes Medical Institute (HHMI) through an Inclusive Excellence award to Framingham State University. This presentation will share data that has been gathered and analyzed by the project's Data Team. The data to be presented includes evidence of significant equity gaps in student success that transcend academic discipline and level of course. Additional data including information on how high school ranking correlates to student success at FSU will be presented and discussed. Information will be provided about the STEM Racial Equity Project Intensive Faculty Development Institute, which is recruiting STEM faculty participants for the Summer 2020 cohort.

1839 Room

Culturally Responsive Teaching

James Cressey, Education; Shadé Solomon, Education

Many educators feel a growing urgency to orient their teaching around social justice and equity for students from marginalized groups and identities. Culturally responsive teaching (CRT) is a framework through which faculty members can reflect on their practices and incorporate new approaches into their teaching. This session will introduce the book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor* by Zaretta Hammond, chosen for the Spring 2020 CELTSS book group. We will discuss Hammond's framework within the sociopolitical context of our teaching and advising with an increasingly diverse population of students here at FSU.

11:30–12:00 POSTER SESSION IN THE ALUMNI ROOM

Learning at the Best Teachers Institute

Patricia Lynne, English

Brian Friel Before Broadway: The Enemy Within (1962)

Kelly Matthews, English

Choosing Their Own Path: Children's Agency in Orphan Asylum and Indenture Placements in Nineteenth-Century New York

Sarah Mulhall Adelman, History

Looming in the Shadows of Łódź

Leslie Starobin, Art and Music

12:00–1:15 LUNCH IN THE FORUM

LMS Platform
Beacon Awards
First-Year Foundations Awards

The Future Is Accessible

Sara Mulkeen, Marketing and Communications; Stacy Cohen, Education Technology;
Lam Dinh, Marketing and Communications; Vikky Angelico, CASA

The best way to make a document accessible is to start with the original source program, such as Microsoft Word, Excel, or PowerPoint. We'll address accessibility best practices when creating new documents, including heading structure, link text, alternative text, and more. What if the document is not available in its original format? We'll walk through how to check documents for accessibility, and address some of the most common document accessibility issues without starting from scratch.

1:15–2:15 AFTERNOON SESSION

MC 415

Engaging Generation Z: Adapting Teaching Strategies to the Newest Generation

Vinay Mannam, Chemistry and Food Science; Benjamin Trapanick, New Student and Family Programs; Jill Gardosik, Career Services; Robin Robinson, Education Technology

In this session, we will provide an overview of the characteristics of Generation Z through the lens of learning and information processing, including evolving views and their use of technology. The presenters will share their experiences in teaching Foundations seminar and highlight the challenges faced by incoming students at Framingham State University. We will connect the generation's qualities to the uniqueness of a Framingham State student and identify potential strategies to maximize the learning experience in the classroom and beyond. Attendees can expect takeaways on developing strategies and tools for students to overcome complexities in and outside the classroom.

MC 417

Leveling the Playing Field: Structuring Grading toward Equity and Learning

Brian Souza, Food and Nutrition; Patricia Lynne, English

Grading seems unfair. It privileges students from high-performing schools who "get" the material quickly, while disadvantaging those who work hard, but whose major progress is catching up to their peers. It also seems unfair to us, faced with weighing intangibles like effort or progress. Join Patricia and Brian as they discuss the benefits and pitfalls of using contract/specification grading to enhance learning and motivation for all students while maintaining (or even increasing!) rigor. Bring a syllabus (or your memory of your current grading system) to work on simplifying and reconceptualizing the role and work of grading in your class.

MC 419

Transdisciplinary Collaborations: A Case Study in Climate Change Pedagogy

Laura Lamontagne, Economics; Judith Otto, Geography; Niall Stephens, Communication Arts

This panel discussion is led by three faculty members who were selected as fellows in the McAuliffe Initiative on Climate Education (MICE) in AY18–19. The charge to the faculty fellows was to create, curate, and disseminate best practices in developing climate change pedagogy by working in transdisciplinary groups.

Alumni Room

Engage! An Outward Facing Ethic: The Synergy between High-Impact Co-Curricular Events and Course Content

Lisa Eck, English; Yumi Park, Art History; Lissa Bollettino, History; Bridgette Sheridan, History

This interactive panel will reflect on the impact of Arts & Ideas collaborations—past, present, and future. Panelists will share a range of theories as to why live co-curricular events matter, suggest creative pedagogical approaches for integrating an event into a course, reveal opportunities for interdisciplinary collaboration on specific Spring 2020 events, and answer FAQs on how to organize an event of your own for 2020–2021.

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 2020–2021 (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, Manos Apostolidis; Tenure Committee Chair, Steve Cok; Department Chairs Catherine Dignam and Ellen Zimmerman, 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.

2:30–4:00 RAMS 101 DROP-IN SESSION

McCarthy Center, 1839 Room

Sarah Mulhall Adelman, History; Lina Rincón, Sociology

Are you interested in submitting a proposal to teach a RAMS 101 First-Year seminar? Drop by and learn more about how to put together a course proposal, to discuss the seminars and to look at seminar materials used by past RAMS 101 faculty.