



PERSPECTIVES ON TEACHING AND ADVISING

January Day

Wednesday, January 13, 2021
8:30 a.m. - 3:45 p.m.
Virtual Conference

EVENT SPONSORED BY

CELTSS

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

CELTSS January Day Faculty Development Program January 13, 2021

8:45 – 9:10

[Welcoming remarks & general updates](#)

Lina Rincón, Assistant Director of CELTSS

Jon Huibregtse, Director of CELTSS

Reema Zeineldin, Associate Vice President, Academic Affairs

Ellen Zimmerman, Interim Provost and vice President, Academic Affairs

Lorretta Holloway, Vice President, Enrollment and Student Development

[Asynchronous presentation with Blackboard discussion board](#)

Employing VoiceThread to Extend the Classroom

Megan Lehnerd, Food and Nutrition; Maria Bollettino, History

VoiceThread (VT) is a collaborative, dynamic, multi-media tool that supports the facilitation of online class discussions and presentations. VT users can post images, slides, and/or videos and add audio, video, or text comments in the online platform. In this session, we will provide an overview of VT and provide practical strategies for how VT can be used in both in-person and remote classes using our own History and Food and Nutrition content-driven and research methods courses as examples. Session participants will be offered the opportunity to practice posting their own VT reflection in an asynchronous discussion following the recorded presentation.

9:15 – 10:15 MORNING SESSION 1

[RAMS101: An Introduction](#)

Sandy Hartwiger, English; Sarah Adelman, History; Aline Davis, Biology; Kim Arditte Hall, Psychology

This session is designed to provide an introduction to the RAMS101 program, share experiences of what it is like to teach in the program, explore data collected regarding the first-year experience, and discuss ways to get involved with RAMS101.

[Applying Equity-Based Practices to Remote Learning in General Chemistry](#)

Catherine Dignam and Vinay Mannam, Chemistry and Food Science

The Pandemic has presented significant challenges to large-enrollment introductory classes. In this presentation, we will describe how we used the transition to remote learning in CHEM 107, Principles of Chemistry, as an opportunity to question almost all aspects of standard practice in this course. We will highlight the aggressive changes made to CHEM 107 content delivery, course policy, and student assessment, all with a focus on equity. Student success data for Fall 2020 will be compared to typical success data for the course in previous years.

[An Alternative to Discussion Boards: Using Perusall to Annotate and Comment Collaboratively](#)

Kelly Matthews, English; Stacy Cohen, ETO; Lisa Eck, English

This session will demonstrate the Perusall tool available within Blackboard for collaborative class discussions of a shared reading assignment. We will present examples of student annotations, questions, and asynchronous conversations, drawn from our recent experiences using Perusall to foster online discussion in English and Education courses.

[Reflective Practice as Teaching and Scholarship](#)

Mirari Elcoro and Noah Zahn, Psychology and Philosophy

Conducting a reflective practice about pedagogy or other disciplines involves a systematic examination of a given practice or an experience such as teaching, for the purpose of refinement and improvement of such practice. An Instructor and a student embarked in a reflective practice of an experience with a capstone course, Empirical Research in Psychology, during the Spring 2020 semester. This presentation will start with an overview of reflective practice, and some conceptual frameworks utilized. After establishing this foundation, we will share the experience of conducting a collaborative reflective practice while preparing a manuscript based on such experience.

10:15 – 10:30 BREAK

10:30 – 11:30 MORNING SESSION 2

[Molecular Genetics at Home: Take-home lab kits](#)

Amanda Simons, Biology

COVID-related safety precautions made in-person labs challenging, so Fall2020 Genetics students were given lab kits to take home. Kits included standard biotech equipment, with reagents that could be used safely at home. These same tools also could be used for COVID testing: not a simulation or model. Students performed an experiment to correlate genotype and phenotype of their ability to taste a bitter substance. They were provided with videos, written protocols, and real-time help by Zoom. Most generated results comparable to an in-person class. I will describe the experiment itself as well as the pedagogical structure and administrative details.

[Digital Commonplace Journal: Rethinking Note-taking](#)

Laura Hudock, Education

Assigned course readings and thoughtful responses to them that go beyond basic retellings--can these coexist during remote instruction without resorting to ubiquitous discussion board? YES! YES! YES! This session details my design of a Digital Commonplace Journal (DCJ) assignment that I've embedded in several under/graduate courses. DCJ is a private, virtual space for each student to collect their evolving thoughts on and connections to course content. Students become text-makers who curate responses that serve their self-interests and/or particular learning needs. On a weekly basis they sort through a myriad of text sources to incorporate into their DCJ. In this session, I share how to navigate the open-ended design of this assignment as well as the means for assessment (rubric) of student work, i.e., the quality and depth of their thinking shared in their DCJ.

[Adopting Standards-Based Grading: A How-to Guide](#)

Matthew Moynihan, Mathematics

The San Diego Unified School District recently adopted standards-based grading as part of anti-racist reforms. Here student grades are based on the number of standards a student completes (with frequent reassessments) and not on running averages and late penalties. In this session, I will discuss my recent implementation of standards-based grading in MATH 123 College Algebra where I used LaTeX to generate custom exams for each student based on their individual progress through the course standards. We will also take time to workshop how you might adopt this flexible grading technique to one of your courses.

[Transfer Student Success and the Need for RAMS301](#)

Aline Davis, Biology; Larry McKenna, Physics and Earth Sciences

A significant literature addresses the difficulty attendant to the transition into a 4-year college campus. Tinto's influential work extended two important lessons from Durkheim's classic examination of why individuals choose to remove themselves from a social network:

1. Individuals lacked the values of the surrounding social system, and
2. Individuals were unsupported by a group of friends

Tinto argued that students who leave a program of study do so because they lack shared value systems and friends in both their intellectual and social lives on campus. Our Rams 303 program is designed to foster exactly these connections in and between our transfer students. The class includes faculty from each major to foster communication and relationship building.

11:30 – 12:00 LUNCH

12:00 – 1:15 KEYNOTE – Separate registration required for the Keynote. [Register here.](#)

The Fulbright U.S. Scholar Program

The Fulbright U.S. Scholar Program offers approximately 470 teaching, research or combination teaching/research awards in over 125 countries. By featuring different faculty that have been recipients of Fulbright awards, Fulbright representatives will share opportunities available for faculty at FSU in the upcoming year.

1:15 – 1:30 BREAK

1:30 – 2:30 AFTERNOON SESSION 1

[Developing Sensitivity to Students from Underprivileged Backgrounds](#)

Karen Medin, Library

In this session I will summarize and lead a discussion about four recent biographies of underprivileged students. *Hobbs' Short and Tragic Life of Robert Peace, A brilliant young man who left Newark for the Ivy League; Suskins' A Hope for Things Unseen; Westover's Educated: A Memoir; and Winterson's Why Be Happy When You Could Be Normal?* Each of these accounts gives a vivid overview of various challenges for the working poor in getting into college, succeeding at college, and making the best of a college degree afterwards. In becoming aware of possible difficulties posed by school personnel it will be easier for those in such positions to avoid those behaviors and be more receptive and supportive.

[Anti-Racist and Inclusive Pedagogies in STEM](#)

Megan Lehnerd, Food and Nutrition; Chris Staniszewski, Mathematics; Shelli Waetzig, Chemistry and Food Science; Michael Grim, Chemistry and Food Science; Santosha Adhibhatta, Physics and Earth Science; Zahra Massoud, Computer Science; Argyroula Stamatopoulou, Chemistry and Food Science

After participating in the 5-week intensive STEM Racial Equity Institute, faculty designed pedagogical projects focused on creating inclusive classrooms and curricula through the lens of culturally responsive and anti-racist pedagogies. In this session, several STEM faculty will share their experience participating in the institute. They will also discuss their process of embarking on doing anti-racist work as teachers, advisors and researchers at FSU.

[More than Two: Exploring Non-Binary and Trans Gender Identities in Higher Education](#)

Patrick Hale, Director of Multicultural and Identity Programs, Babson College

Participants will learn key terms related to transgender and non-binary identities, understand issues that impact trans and non-binary communities within the context of higher education, and identify key practices to more appropriately serve trans and non-binary clients.

[Supporting the Humanities at FSU is Everyone's Business: Building on Paula Krebs' Call to Action in our Classrooms and through the Mission of the Mancuso Humanities Workforce Preparation Center \(MHWPC\)](#)

Lisa Eck, English; Kate Caffrey, Communication, Media, and Performance; Bridgette Sheridan, History; Everton Vargas Da Costa, World Language; Paul Yalowitz, Art and Music; Halcyon Mancuso, English/Mancuso Humanities Workforce Preparation Center

Messaging around the value of a degree in the Humanities is often characterized by misinformation about what actually goes on in our Humanities classrooms and how those skills do, or don't, translate in actual 21st century workplaces. In this workshop, participants will have the chance to: 1) review MLA executive director, Paula Krebs' pedagogical initiative for workforce readiness, introduced at the Day in May, 2018 2) consider the skills students acquire in particular majors and 3) learn how the Mancuso Humanities Workforce Preparation Center plans to network with area employers to promote FSU Humanities majors and minors, beginning in 2021.

2:30 – 2:45 BREAK

2:45 – 3:45 AFTERNOON SESSION 2

[All About Personnel Actions Workshop](#)

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

Faculty who will be coming up for personnel actions in 2021–2022 (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, Patricia Lynne; and Tenure Committee Chair, Steve Cok, faculty who have served on personnel committees; and faculty who have recently gone through personnel actions. This is a great opportunity to ask questions about the contract and the process.

[Black Boys Documentary Interest Session](#)

Lorretta Holloway, Division of Enrollment and Student Development; Deborah McMakin, Psychology; Kelly Matthews, English

Watch the documentary here: <https://www.peacocktv.com/black-boys>

Are you craving an interdisciplinary community of colleagues
with whom to discuss pedagogy?

If so, participating in the **CELTSS Teaching Communities program** may be for you!

We are adapting the Teaching Pairs program this semester to make it more accessible, flexible, and suited to your needs. AND we are offering a **small incentive** to those who participate! Depending on your interests, the program may involve:

- Regular small-group discussions of pedagogical approaches and practices
- Observations of and feedback on your teaching
- Observations of your colleagues' teaching

If you are interested, please contact Lissa Bollettino at mbollettino@framingham.edu or Vinay Mannam at vmannam@framingham.edu

And save the date for our information session on **Monday, February 8 at 1:30 p.m.**