Abstracts from UM-Flint Faculty Presenters

**Active Learning and Growth Mindset: Studio Instruction in Theatre Technology**
*Presented by: Rich Dionne, Purdue University and Shelby Newport, University of Michigan, Flint*

Traditionally, learning for technology students happens through a studio/spiral approach, both in the classroom and on stage in realized productions. Students engage in real-world problems in an “I do, we do, you do” modeling/mentoring manner that by definition requires active learning, promotes creative thinking and encourages a growth mindset. This presentation will explore the studio/spiral model of theatre technology and how elements of that model can translate to other disciplines.

**Storytelling: A Unique Interdisciplinary Teaching Opportunity**
*Presented by: Molly Brennan and Amy Yorke - University of Michigan, Flint*

Interdisciplinary teaching involves a conscious effort to apply knowledge, principles, and values to more than one academic discipline simultaneously. This session will demonstrate a successful interdisciplinary collaboration between public health and physical therapy that has been utilized repeatedly within the classroom. In addition, the session will focus on how to develop interdisciplinary models in order to harness the synergy developed by these models to effectively teach students the importance of engaging multiple disciplines, critical thinking, transfer of learning and providing a curriculum that is more relevant and applicable to students.

**Student Engagement in Learning Research Methods: Searching for the Holy Grail**
*Presented by: Amy Yorke, University of Michigan-Flint and Thomas Ruediger, Trine University*

Faculty members teaching research methods and statistics commonly face a challenging audience of students who do not recognize the value or purpose of research; however, attitudes towards research do not consistently predict the amount of learning that actually occurs. Negative attitudes do not necessarily lead to poor learning. The purpose of the presentation is to provide participants with current evidence on teaching research methods and statistics, describe methods to engage students when teaching research method and statistics, and provide the opportunity for faculty to actively reflect on their own teaching and develop one new method to implement into their teaching.

**Two Professors’ Self-Efficacy Case Study: Creating Educational Leadership Practitioner Scholars**
*Presented by: Pamela Ross McClain, University of Michigan, Flint*

This presentation examines the experiences of two tenured-track faculty members as they address the unproductive schism between those deemed as “theoreticians” versus “practitioners”
in an advanced degree granting Educational Leadership program. The presenters will explore the complexity of utilizing a co-teaching model to presumably assure a balanced perspective that would not inflate the importance of educational theory while simultaneously diminishing the value of real world educational professional experiential knowledge and applied learning. The presentation will share proactive strategies that the presenters employed to navigate a politically charged land mine field in order to exercise academic freedom and curriculum oversight

**Building Learning Communities Through Social Media**  
*Presented by: Shelby Newport, Joseph Reinsel, and Annie Whitlock, University of Michigan, Flint*

Social media seems to be on the minds of educators, is it good or evil? How can we use it to strengthen community and build connections? We think that there are new ways to create connections between students and build communities of learners through social media applications. Three panelists from three disciplines will outline their techniques for connecting their students to the world through Facebook, Twitter, Instagram and Pinterest. The session will also include a hands-on element when each of the panelists will work in a group to explain the logistics of working social media into the curriculum

**Read, Reflect, Contribute, Learn: Using Text Connections for Active Learning**  
*Presented by: Christine Kenney, Aviva Dorfman, Jennifer Lee, and Nicole Evans, University of Michigan, Flint*

Face-to-face time with students in the college setting is at a premium and often flies by before we begin to scratch the surface of quality active learning. How can we as college instructors capitalize on the time we have with our students in order to enter into rich conversations and activities beneficial to overall learning? In this session we explore text connections, a strategy to assist students in utilizing the time they spend learning outside of the classroom in order to prepare to contribute in the classroom. The session includes a learning activity using text connections and reflection about implications.

**Cultivating 2nd Language Acquisition Through Community Garden Experiences** –  
*Presented by: Kathy Cornman and Syreeda Nix, University of Michigan-Flint*

This session outlines a collaborative effort between the Earth and Resource Science Department’s (ERS) Urban Alternative House (UAH), University Outreach, and the English Language Program (ELP). This collaboration provides the environment for ELP students to connect with on- and off-campus communities, earn civic engagement credit, and practice the language skills learned in class.

The ELP utilizes the UAH classroom to explore ideas for sustainable urban living while acquiring language skills and subject content. A vegetable garden allows students to gain a deeper understanding of “green” concepts as L2 is used to disseminate findings throughout the communities.