

Quad-POD Consortium Teaching Symposium:
Transformative Practices in Teaching & Learning

Friday, October 11, 2019
University of Michigan-Flint

Schedule of Concurrent Sessions

Sessions are categorized by the following three tracks:

- **Transformation: Innovative Instruction and Course Design**
- **Transformation: Fostering Understanding and Empathy**
- **Transformation: Student Engagement**

CONCURRENT SESSION A 11:40 AM – 12:10 PM

A1: Signature Assignments: Possibilities, Pitfalls, and Faculty and Student Perspectives

Jennifer Alvey, Associate Professor, Anthropology and Women's & Gender Studies and
Stephanie Roach, Associate Professor, English, University of Michigan-Flint

Findings from pilot study research conducted at UM-Flint on the use and impact of signature assignments as a strategy for delivering general education outcomes will be presented. Our discussion includes summary of national level research and results from our study that include faculty and student perspectives.

A2: Purposive Course Redesign: Promoting Inclusion, Engagement, Mastery, and Persistence

Amy DeSonia, Professor, Accounting and Tomeika Williams, Assistant Professor, Accounting
Baker College

This interactive presentation covers identification and application of best practices and strategies in course redesign that promote inclusion, engagement, mastery, and persistence. Participants will be able to contextualize a course within the curriculum, create measurable learning outcomes, design effective teaching strategies and learning experiences, and align assessments with desired outcomes.

A3: Intersection: Autism and Transgender Students in the Classroom

Dalton Connally, Associate Professor, Social Work, Mott Community College

This session is designed to provide educators with the tools needed to increase inclusivity and equity in the classroom for Autistic and Transgender students. One third of the individuals who are transgender are also on the autism spectrum. Policies, techniques and procedures will be discussed that can increase inclusivity in the classroom.

A4: Critical Inclusive Teaching for Nonnative Speakers of English

Melojeane Zawilinski, Lecturer, English and Julie Coe, Assistant Director, International Center
University of Michigan-Flint

This presentation offers the steps involved in the collaborative and inclusive activities between two courses involving domestic and international students on campus. Presenters will demonstrate schematic planning, technology use, student engagement, and reflective practice, featuring an on campus event called International Education Week via video clips, infographics, and reflective summaries.

CONCURRENT SESSION A 11:40 AM – 12:10 PM

A5: *Hearts, Hands, and Minds: University Community Engagement Assignments*

Laura Miller-Purrenhage, Lecturer, Humanities; Laura Mebert, Assistant Professor, Social Sciences; Ken Williams, Assistant Professor, Management; Tim Stiles, Assistant Professor, Physics; and Ben Pauli, Assistant Professor, Social Sciences, Kettering University

Efforts to incorporate community engagement theory into practice through specific community engagement assignments in multiple disciplines will be shared.

CONCURRENT SESSION B 1:15 – 1:40 PM

B1: *Using Peer Feedback to Promote Student Confirmation in the Classroom*

Brian Ivory, Professor, Communications, Mott Community College

This session will introduce the use of peer feedback to promote a connected classroom climate (Dwyer, et al, 2004) as well as student-to-student confirmation (Johnson and Labelle, 2015). Examples of peer feedback forms will be provided along with directions on “how to” implement this feedback process in the college classroom.

B2: *How To Successfully Teach Technical Writing in STEM Courses*

Jackie Knoll, Associate Professor, English, Mott Community College and Jennifer Bastiaan, Assistant Professor, Mechanical Engineering, Kettering University

The need for STEM professionals with strong technical writing skills is significant. However, many STEM programs emphasize content over writing instruction. How can we effectively teach course content and writing skills? In this session, participants will learn how we designed and successfully walked our students through a professional-level writing assignment.

B3: *Triggered: Why I React and You Don't*

Kristina Marshall, Program Director, Human Services and Criminal Justice and Steve Simpson, Campus President, Baker College

Faculty continue to work in increasingly complex instructional environments with increasingly diverse student populations. This presentation helps faculty to recognize, respond, and support students who may be triggered to disengage from the process of learning as a response to some aspect of their socioemotional life experience whether perceptible or imperceptible.

B4: *Bringing Trauma-Informed Insight and Practices into Higher Education Instruction*

Judy Schulze, Associate Professor, Social Science and Michelle Reiter-Miller, Program Director, Human Services, Baker College

This session addresses the effects of trauma on the academic behavior of higher education students. Scientific evidence of trauma-related physiological brain adaptations will be presented along with research-based instructional techniques addressing trauma-influenced student behaviors, such as low motivation, social challenges, and lack of participation.

B5: *Enhancing Student Engagement in Statistics using the "Islands" Virtual Environment*

Leszek Gawarecki, Professor, Mathematics; Boyan Dimitrov, Professor, Mathematics; Hee Seok Nam, Assistant Professor, Mathematics; Gina Rablau, Lecturer, Mathematics, Kettering University

The importance of using real data in fostering student engagement has been emphasized in many areas of education. However, data acquisition by students requires time, access to equipment, and may even face ethical issues. We propose using a rich virtual environment for data collection as a practical solution.

CONCURRENT SESSION B 1:00 – 1:30 PM

B6: Assessing Student Expectations and Perceptions of a Short-Term International Service-Learning Experience

Kristi Wilson, Assistant Professor; Mary Linton, Assistant Professor; Linda Knecht, Clinical Assistant Professor; Jamie Koonmen, Lecturer, Nursing, University of Michigan-Flint

Understanding of global nursing experiences similarities and differences between students' (pre-travel) personal and professional developmental expectations and (post-travel) outcomes were examined. Findings indicated that anticipated learning was realized through the international experiences. The depth of the described growth and learning is consistent with the expectations of high impact educational practices.

CONCURRENT SESSION C 1:50 – 2:20 PM

C1: Body Talk: Using Dynamic Role Play to Teach Anatomical Structures

Tammie Elgammal, Professor, Health Sciences, Baker College

This session will discuss simple methods of engaging students in the classroom to enhance learning. The idea behind the enactment of role play as a hands-on experience will develop into a lifelong learning experience. It has been shown that improvisation is not only entertaining, but extremely useful in understanding concepts.

C2: Meta Paraphrasing: A Teaching Strategy for Learning and Practicing Paraphrasing

Vicky Dawson, Coordinator, Marian E. Wright Writing Center and Liz Svoboda, Associate Librarian, Thompson Library, University of Michigan-Flint

This session will examine two definitions of paraphrasing from two well-known university writing centers and discuss the complexity involved in creating an effective paraphrase. We will share an adaptable lesson and invite participants to practice the mental processes it takes to teach and learn how to paraphrase well.

C3: Culture and Language Exchange Partnerships: Global Understanding Through Service Learning

Debra Gibes, Faculty Director for Experiential Learning and Matthew Packer, Adjunct Professor, Music Mott Community College

Using the model of the Culture and Language Exchange Partnerships developed at Mott Community College, participants will learn tools and strategies for helping their students promote global understanding within a service learning context that can be integrated into a course, program, or intercollegiate collaboration.

C4: Fostering Student Engagement in Online Classes

Greg Laurence, Associate Professor, Management; Gerry Knesek, Lecturer, Management; Carson Waites, Senior Instructional Designer, Office of Extended Learning, University of Michigan-Flint

This session will explore an online teaching strategy of using Blackboard Collaborative Ultra to create live discussion sessions with students instead of using the traditional discussion board format. Student reaction to the live discussion format will be highlighted.

C5: Interdisciplinary Design and Manufacturing Toy Project with Flint Educare

Scott Grasman, Professor; Doug Richardson, Lab Technician; and Douglas Streeter, Lab Technician, Industrial and Manufacturing Engineering, Kettering University

In this presentation, we will discuss a partnership between Kettering University and Genesee Intermediate School District where Industrial and Manufacturing Engineering 100 students use their skills and creativity to design and build toys for an early education center in Flint.