

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

Friday, October 11, 2019
University of Michigan-Flint

Roundtable Discussion

During lunch, conference participants are encouraged to select their lunch table based on topic. There will be more than one table with the same topic.

ROUNDTALBE DISCUSSION 12:15 – 1:10 PM

Social Thrillers as a Lens for Change

Jennifer Fisch-Ferguson, Adjunct Professor, English, Mott Community College

How do we as educators use the popular social thriller genre to explore social justice, relationships, and change?

A Discussion of Technologies for Providing Feedback and Grades to Students

Rebecca Reck, Assistant Professor, Mechanical Engineering, Kettering University

It can be a daunting task to identify, compare, and select a tool to assist with the task of providing feedback and grades to students. There are multiple tools available that have varying capabilities and cost. This discussion will cover tools that are available for grading and feedback.

A Trans-Disciplinary Design Thinking Approach to Course Development

Shelby Newport, Associate Provost and Dean, Undergraduate Studies and Associate Professor, Theatre; and Greg Laurence, Associate Professor, Management, University of Michigan-Flint

This discussion will focus on developing and implementing trans-disciplinary ideas. Faciliators will share details about their experience developing and delivering a trans-disciplinary study aborad course.

Small Teaching: Modest Changes that Make a Big Difference

Participants are asked to share examples of classroom or online learning activities, one-time interventions, or small modifications in course design or communication with students that have had the greatest impact on student learning.

Inclusive Pedoagogies

Inclusive pedagogy involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning. Such teaching attends to student identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design.

Participants are asked to share the strategies and challenges they have experienced in trying to address the four principles of critical inclusive teaching: transparency, adcademic beleonging, structured interactions, and engaging difference.

Motivating Learning through Student Engagement

How does increased student engagement advance learning? What strategies work to increase student engagement? What types of assignments or opportunities are successful? Participants will discuss these questions and more as they explore the idea of motivating and engaging students.

Reflection as Part of the Learning Process

When students become reflective about the teaching and learning process, they strengthen their own capacity to learn. How can instructors effectively incorporate opportunities for reflection into their courses to advance learning? How can student reflection be assessed? Participants are asked to share strategies and questions about the use of reflection as part of the learning process.