



Center for the Improvement of Teaching
Annual Conference on Teaching for Transformation
Friday, January 25, 2008, 8:30AM-3:15PM
University of Massachusetts Boston

COFFEE & REGISTRATION: 8:30-9:00AM
RYAN LOUNGE, McCORMACK BUILDING, 3rd FLOOR

SESSION BLOCK I: 9:00-10:15AM

1 TEACHING DIFFICULT TEXTS

McCormack -2nd fl-417

Eve Sorum ; Matthew Brown; Kristen Bennett, Graduate Student; Jaclyn Partyka, Graduate Student; Itai Halevi, Graduate Student, Department of English (UMass Boston)

This panel explores strategies for teaching “difficult” texts: works that might challenge students because of their theoretical stance, formal experimentation, extreme referentiality, or inaccessible content. Panelists will discuss techniques that have worked and problems that have arisen when talking about “difficult” texts in the classroom.

2 GLOBAL WARMING, INTERDISCIPLINARY TEACHING, AND SOCIAL RESPONSIBILITY: A DISCUSSION

McCormack -2nd fl-205

Steven Rudnick, Environmental Studies Program; Katherine McAuliffe, EEOS; Dorothy Nelson, English Department (UMass Boston)

Two significant reports have recently appeared stressing urgency in the need for interdisciplinary teaching in the 21st century and an even more urgent need to deal with the issues of global warming. We will explore the intersection of these reports and what should be done to merge them on the college campus.

3 ENHANCING STUDENTS’ EXPERIENCES FROM THE START

McCormack -2nd fl-214

ENHANCING THE FIRST YEAR EXPERIENCE: WAYS TO ENGAGE LEARNING FROM THE START

Corinne R. Merritt, Education Department (Emmanuel College)

This interactive workshop will discuss how one institution seeks to captivate students through the use of various programs developed specifically for the first year student. Program descriptions and the development of each program will also be discussed.

INVIGORATING YOUR COMMUNITY THROUGH STUDENT AMBASSADORS

Raymond Puchot and students (Bristol Community College)

This interactive workshop will explain how to design and implement a program that will contribute to the recruitment and retention of students of color.

4 INTERDISCIPLINARY MODEL OF BLENDED LEARNING AND ON-LINE TUTORING

McCormack -2nd fl-206

Mary Simone, IT, Educational Technology and Learning; Susan Mraz, Hispanic Studies; Cynthia Jahn, Subject Tutoring Program, Academic Support Programs; Jessica Downa, Media Specialist, Educational Technology and Learning Commons; Anthony Petruzzi, Writing Assessment, Undergraduate Studies; Kathleen Polley, On-Line RN-to-BS Program, College of Nursing and Health Sciences (UMass Boston)

Blending face-to-face with on-line tutoring instruction can provide students with productive learning experiences that both enhance opportunities for faculty to use a variety of teaching tools and that can effectively target the needs of student learners. Working collaboratively with content experts from diverse academic fields can favorably influence project development and delivery to supplement either face-to-face and/or on-line tutoring.

5 HOW CLASS OFTEN ENTERS THE CLASSROOM: THE PEDAGOGICAL POWER OF ENTERTAINMENT TV

McCormack -2nd fl-207

Pepi Leistyna, Applied Linguistics (UMass Boston)

What role does television play in shaping how students come to understand social class as it is cut across by race, gender, and sexuality? How can we teach in ways that challenge our assumptions about these categories of identity and difference?

6 ATHLETICS FOR THE ACADEMY

McCormack -2nd fl-213

Cheryl Aaron, Athletics/Compliance/SASS; Maura Crowell, Women’s Ice Hockey; Marybeth Maneen, Academic Advising; Gary Messinger, Office of the Vice Chancellor (UMass Boston)

UMass Boston administrators involved with Athletics will explore its important role in higher education by addressing several questions: How can faculty best assist the student-athletes in their classes? How can faculty use programs offered by Athletics to help all their students gain a deeper understanding of community? How can concepts adapted from Athletics improve classroom teaching, whether the subject is poetry or history or science or business?

SESSION BLOCK II: 10:25-11:40AM

7 LESSONS FROM THE PRACTICE OF RADICAL HIGHER EDUCATION: EVALUATING 35 YEARS OF EXPERIENTIAL LEARNING AT THE COLLEGE OF PUBLIC AND COMMUNITY SERVICE, UNIVERSITY OF MASSACHUSETTS BOSTON

McCormack -2nd fl-213

Ann Withorn; Sarah Bartlett; Diane Dujon; Cuf Ferguson, CPCS (Umass Boston)

The College of Public and Community Service has been “in process” for thirty five years. As it enters perhaps an ending phase of its radical practice in higher education a group of current and former faculty, students, and community friends present an interactive conversation about lessons learned and value added to the University of Massachusetts from the experience.

8 AN EXPERIENCE OF *THE COURAGE TO TEACH*

McCormack -2nd fl-205

Pamela Seigle and Lisa Sankowski, Courage & Renewal Northeast (Wellesley College)

Join us for an introduction to *The Courage to Teach*, an approach to helping educators renew personal identity, professional integrity and vocational vitality, based on the work of Parker J. Palmer.

9 DIALOGUES ON RACE: FROM BULWORTH TO BAMBOOZLED

McCormack -2nd fl-207

Stephen E. Slaner, History & Government (Northern Essex Community College)

This workshop will discuss pedagogical strategies for using these films to foster “difficult dialogues” on race in the classroom.

10 EFFECTIVE STUDENT ASSIGNMENTS: EXAMPLES FROM HUMANITIES AND SCIENCE CLASSROOMS

Alexia Pollack, Adan Colon-Carmona, Biology; Robert Chen, EOS; Polly Welsh, and Teddy Chocos, ESL (UMass Boston)

McCormack -2nd fl-206

Panelists will describe assignments from their own classrooms and will address faculty goals and student outcomes. Across disciplines the panelists have found that effective assignments require students to engage in their respective disciplines and add their own voices.

11 RESPONDING TO QUESTIONS OF QUALITY IN ONLINE DISTANCE EDUCATION: WHAT? WHY? HOW?

McCormack -2nd fl-417

Gonzalo Bacigalupe, Counseling and School Psychology (UMass Boston)

After a period of accelerated implementation, fluid adaptation and evaluation of emerging technologies, and mainstreaming of e-teaching tools, faculty and administrators are asking if online distance education offer quality outcomes. This presentation discusses quality criteria, best practices, conceptual principles, research, and educational efforts addressing the question of learning outcomes and emerging e-learning technologies in distance education.

12 ACCOMMODATING DIVERSE LEARNERS: THE INCLUSIVE CLASSROOM IN HIGHER EDUCATION

McCormack -2nd fl-214

Corinne R. Merritt, Danielle Andruskiwec, Nicholas W. Landry, Jacqueline Amaya (Emmanuel College)

This presentation will discuss the growing number of students in post-secondary education who come to higher education with previous accommodations for various exceptionalities. Three undergraduate students from one institution will share their experiences as diverse learners.

13 PROMOTING NURSING WORKFORCE DIVERSITY ON AN URBAN CAMPUS

McCormack -2nd fl-419

Linda Dumas, Nursing (UMASS Boston)

Learn how UMASS Boston successfully improved graduation rates of minority and economically challenged nursing students by developing an intimate, student-centered learning community. Attendees will hear an overview of our model, including recommendations for how to replicate our activities with positive results.

SESSION BLOCK III: 11:50-1:05PM

- 14 DECONSTRUCTING DISINFORMATION: MEDIA SPIN, SOUND BITES, AND THE TRIVIAL: THE NEW CRITICAL THINKING CHALLENGE IN A DEMOCRATIC SOCIETY!** McCormack -2nd fl-207
Thomas B. Goodkind (University of Connecticut); Elizabeth H. Rowell (Rhode Island College)
This session focuses on the growing trend towards disseminating disinformation and the use of spin, sound bites, and the trivial through the news media and the challenge to teachers, students, and the public to critically examine such information.
- 15 TEACHING NINETEENTH-CENTURY BRITISH WORKING-CLASS LITERATURE**
McCormack -2nd fl-213
Denise Contrino; Kate Keane; Louise Penner; English Department (UMass Boston)
Our panel will explain the difficulties and pleasures we have encountered in our efforts to teach working-class literature with the goal of encouraging students to think critically about class and the role it plays in societies.
- 16 APPROACHES FOR ENGAGING LEARNERS AND FOSTERING INDEPENDENT THINKING**
McCormack -2nd fl-417
REINVIGORATING THE CLASSROOM: USING STUDENT BACKGROUND CRITICALLY
Michael Urso, American Studies (Umass Boston)
Presenters explore various methods to incorporate the experiences that students bring to the classroom, and consider how these experiences may be used to influence the way that knowledge is constructed. Presenters will discuss how student background can be critically inserted into teaching and learning so that students are able to actively construct knowledge in a personal and practical way.
THE ART OF ASKING QUESTIONS: A LEARNER-CENTERED APPROACH TO PROVOCATIVE DISCUSSIONS
Lynn Bloomberg, Health Sciences Department and Barbara Zang, Communication Department (Worcester State College)
This presentation is designed to introduce workshop participants to the issue of engaging students in questioning the text. Workshop participants will have the opportunity to discuss various approaches to fostering independent thinking in a variety of courses.
- 17 ASSESSING STUDENT FEEDBACK**
McCormack -2nd fl-419
Yumiko Inukai, Philosophy; Tara Parker, GCE; Lucia Gao, Management; Laurie Charles, GCE; Zsuzsanna Kaldy, Psychology (UMass Boston)
This session will explore gathering and evaluating feedback from students (midterm evaluations and year-end evaluations). We will compare experiences from three different colleges at UMass Boston.
- 18 NEGOTIATING THE ACADEMIC HAT TRICK: EXPLORING STRATEGIES FOR AND FROM TEACHING, TUTORING AND WORKSHOP FACILITATING**
McCormack -2nd fl-205
Meesh McCarthy; Ingrid Hungerford; Shelly Karren; Ify Malo; Jaclyn Partyka, Irene Ezedi, Erin O'Brien, Academic Support Programs (UMassBoston)
This panel of faculty and tutors invites participants to explore the challenges and opportunities of serving in multiple instructional roles: teacher, tutor and workshop facilitator as viewed from the perspective of Academic Support Programs faculty who are experienced in wearing these three "hats" that demand different but complementary expertise.
- 19 DARE TO CARE: NATURE ADVOCACY IN THE SCIENCE CLASSROOM**
McCormack -2nd fl-206
Lisa Greber and Anamarija Frankic, EEOS (UMASS Boston)
How do we best prepare students for a world of rapid technological advances, complex social decisions, and increasing environmental crises? We will explore how we might best teach young scientists the importance of careful repeatable experiments and testable theories, while at the same time helping to foster a sense of care and responsibility for the subjects of their study, and for potential applications within the larger social realm.
- 20 ENHANCING TEACHING AND LEARNING WITH COURSE WEBSITES AND OTHER EDUCATIONAL TECHNOLOGY: FACULTY AND STUDENT PERSPECTIVES**
McCormack -2nd fl-214
Ellie Kutz, English and Information Technology; Luis Barbosa, History; Lynnell Thomas, American Studies; Judith Alonzo, Chemistry; Brian White, Biology; Carina Wine, Women's Studies (UMass Boston)
This session will explore some possibilities for enhancing courses through the use of technology -- from beginning use of websites to more extended uses of other resources -- and will consider what faculty have chosen to use and why, and how students feel their learning experience has been affected by those uses.

LUNCH 1:10-1:50PM
RYAN LOUNGE, MCCORMACK
BUILDING, 3RD FLOOR

SESSION BLOCK IV: 2:00-3:15PM

21 CRITICAL USES OF FILM IN THE CLASSROOM

McCormack -2nd fl-206

BEYOND THE CLIP: CRITICAL USES OF FILM IN THE NON-FILM COURSE

Len von Morze (English, UMass-Boston)

Use of film in many humanities courses often tends to be opportunistic or at best illustrative. This paper considers a few techniques for teaching film in a more critically reflective and self-conscious manner.

A PERSONAL JOURNEY OF TEACHING, LINKING PEDAGOGY AND TECHNOLOGY, WITH SPECIAL EMPHASIS ON THE USE OF FILMS IN THE CLASSROOM.

Tara Devi S. Ashok, Biology and Anthropology (UMASS Boston)

I will present on my teaching experience of more than two decades in different cultural settings and across disciplines with use of digital technology.

22 STORY THEATRE: USING ARTS TO REACH STUDENTS' DIFFERENT INTELLEGENCES

McCormack -2nd fl-213

Rebecca Saunders, English, (UMass Boston)

This session demonstrates how the arts can help teachers reach the different intelligences of students. Participants will tell a story from a culture unfamiliar to them, using puppets and music that they have specifically orchestrated for the story.

23 TEACHING AFRICAN-AMERICAN LITERATURE: 19th-CENTURY AUTHORS IN 21st-CENTURY CLASSROOMS

McCormack -2nd fl-205

Susan Tomlinson and Graduate Students of the English Department: Amber LaPiana; Elizabeth Colgan; Dwayne Dahlbeck; Rachel Dillon; Margaret Maher; Susan McNitt; Rhode Milord; Catherine O'Flaherty, and Kalimah Rahim

Participants on this presentation will discuss strategies for incorporating their graduate research in early African-American literature into their teaching.

24 "WHO'S THE EXPERT HERE, ANYWAY?": THE DIALECTICS OF AUTHORITY IN PEER TUTORING

McCormack -2nd fl-207

Elsa Auerbach and English Composition Tutors: Daniel Messier; Janet Stevens; Jessica Oviatt; Kari Russ; and Brisja Sternquist, (UMass Boston)

Tutoring writing entails a dance among multiple authorities: student writers, tutors, instructors, discourses, and institutional contexts. In this session, Freshman English tutors will discuss the challenges of supporting students in claiming their own authority as thinkers and writers while addressing the expectations of real and imagined external authorities.

25 MAKING ASSESSMENT EVERYONE'S BUSINESS

McCormack -2nd fl-417

John Chetro Szivos; Viera Lorencova; Lauren MacKenzie; Mary Baker; Zak Lee, Communication Media (Fitchburg State College)
Discussion and demonstration of a faculty led assessment effort to measure student learning. This presentation includes a number of resources and ideas for those interested in making assessment a useful experience.

26 PROCESSES OF RESEARCH AND ENGAGEMENT: A COURSE THAT WEAVES TOGETHER "HEAD, HEART, HANDS, AND HUMAN CONNECTIONS"

McCormack -2nd fl-419

Peter Taylor, GCE; Kristen Bennett; Jeremy Szeiter, (UMass Boston); Suzanne Clark (Berklee College); Kyle Lindholm (NE Institute of Art & Communication)

The instructor and former students describe the impact on their research, writing, and teaching of an innovative research and writing course designed for students to undertake research that prepares them for engagement in various arenas of change.

27 VIRTUAL APPROACHES TO TEACHING AND LEARNING

McCormack -2nd fl-214

DEVELOPMENT OF THE VIRTUAL CLASSROOM

Anna J. Brecke (Quincy College)

This presentation chronicles one instructor's journey on the road from the traditional classroom to the virtual classroom. Issues covered are a variety of obstacles and revelations encountered while converting a traditional course to an online course.

GAME BASED TEACHING: WHAT EDUCATORS CAN LEARN FROM VIDEO GAMES

Janna Jackson, Graduate College of Education, UMass Boston

Most teachers only dream of their students spending the amount of motivation, attention, passion, and critical thinking on their classes that some students do playing video games. In this session, after playing a video game, participants will discuss the pedagogy of videogames and how to incorporate these motivational and pedagogical elements into teaching.