Jan 8th, 8:29 AM - 2:00 PM

Overview of January Day 2015

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CELTSS January Day
Faculty Development Program
January 8, 2015

8:30-9:00 Forum
Continental breakfast

9:00-9:15 Forum
Welcoming remarks
Claudia Springer & Linda Vaden-Goad

MORNING SESSION 1: 9:30-10:30

MC 415 Into the Digital Wilds: The Pros and Cons of Integrating Mobile Media Devices into Traditional Course Teaching and Student Communication
Jennifer Dowling, Robert Johnson, Jr., and Christopher J. Bowen
Student use of mobile digital technologies and the Internet is an omnipresent reality on today’s campuses, yet faculty often seem to be behind the curve. This session will explore several Teaching with Technology experiments where mobile media devices have been innovatively injected into traditional course instruction, assignments and student workflow. The products of and reactions to this curriculum will be shared. Additionally, how can faculty work towards establishing their own effective digital presence? Tools, apps and methods for student connectivity and interaction, productivity, class management and communication will be discussed. Attendees’ experiences in the digital wilds will be welcomed.

MC 417 Managing the Paper Load: Commenting on Student Writing Without Giving Yourself Carpal Tunnel
Patricia Lynne
Many of the concepts and practices that we want our students to learn would be well-served by writing assignments, but without formal training in grammar and with an already full workload, how can teachers add (another) set of papers to our grading piles? Drawing on research in the field of composition studies, as well as nearly two decades of experience teaching writing courses, I will provide concrete practices applicable to all disciplines for commenting on and grading written student work – without retraining as grammarians and without giving up entire weekends for paper grading.

MC 419 The Rising Cost of Textbooks--Is There an Answer?
Millie Gonzalez, Robin Robinson, Ben Atchison
If you share concerns about the high cost of college textbooks, find it difficult to locate appropriate course materials at an affordable price, and are curious about new sources of course content to engage students, attend this session to learn about open educational resources (OER). OER are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve, and redistribute.
Alumni Room  Moving Beyond Survival: Implementing Habits of Mind for Student Research
Deborah McMakin
Helping students recognize and appreciate the critical thinking and communication skills involved in completing research projects can be difficult, especially when students are intimidated by the course content. Students may approach the research process with an emphasis on survival and overlook opportunities for intellectual and personal growth. I will describe how I have utilized ideas put forth in the book Habits of Mind (e.g., metacognition, persistence) in research methods courses to help students recognize and use the intelligent behaviors necessary to navigate the research process. Instructor and students’ perspectives on the benefits and challenges of utilizing Habits of Mind will be discussed.

10:30-10:45 Break

MORNING SESSION 2: 10:45-11:45

MC 415  Teaching First-Year Students
Elaine Beilin and Ben Trapanick
In spring 2015, CELTSS will sponsor a series of three workshops on Teaching First-Year Students. Particularly relevant to faculty teaching in the First-Year Foundations program, these workshops are open to all faculty who are interested in the specialized skills and teaching strategies that improve first-year students’ learning and help them to succeed academically. In this session, we will provide an overview of the workshops, introduce some of the research and best practices related to teaching first-year students, and work with participants on some assignments and activities that engage beginning college students.

MC 417  Promote Student Engagement Using Blackboard Tools
Robin Robinson, Stacy Cohen, Dan Facchinetti, Justin Lauzon
Significant learning experiences occur when students are engaged in the course content. This hands-on session is an opportunity to expand your use of Blackboard, ask questions of the experts, and hear how to extend the tool to improve what happens in and out of the classroom. Learn how to organize your course and integrate new Blackboard tools and functionality into your teaching and create an interactive learning environment that aligns with your teaching style and engages your students. This session is designed as a hands-on workshop. Bring your laptop to this session.

MC 419  Effective Advising for Student Success
Chris Gregory and Aline Davis
What is your academic advising approach: prescriptive? developmental? proactive? appreciative? The presenters will help you step back from seeing advising as just those crazy two months of meeting with students before registration, and we will prompt you to reflect on the type of advisor you are—and who you want to be for the good of your advisees—all year round. The co-presenters will share their advising experiences and
offer suggestions, and the interactive session will feature ample time for discussion of challenges and successes from participants. Join us!

**1839 Room**  
**Towards Transgender Inclusivity: How and Why to Ask About Preferred Pronouns**  
Virginia Rutter, Lisa Eck, James Cressey, Kimmi Awiszio  
FSU Pride Alliance and Academic Affairs have encouraged faculty to learn students’ preferred personal pronouns at the beginning of the semester. In this session we share strategies for how to do this and stories about benefits to the entire class and community. We will also discuss gender non-normativity, gender fluidity, and sexual fluidity. You will leave the session with strategies for how to engage all students regarding preferred personal pronouns.

**11:45-12:45: Lunch in the Forum. Take this opportunity to discuss successful teaching and advising methods with your colleagues.**

**AFTERNOON SESSION: 1:00-2:00**

**MC 415**  
**Engaging Student Imagination as a Learning Tool in Empirical Disciplines**  
Stefan Papaioannou and Jesse Marcum  
Across a wide range of disciplines, instructors emphasize to students the importance of objectivity and factual information as means of uncovering truth. Yet, practitioners of these disciplines know that imagination—often superficially associated with unreality—is crucial for interpreting information insightfully and in generating solutions to problems. To help enrich our students' experience and deepen their understanding of "fact-based" disciplines, we have developed assignments in fields as diverse as history and chemistry that explicitly encourage students to employ their imaginations. Beyond serving as valuable learning vehicles, these assignments provide instructors with unique windows into the minds of students.

**MC 417**  
**Advising Students on Career Preparation in Newly Comprehensive Schools**  
Francis Kemegue  
Liberal arts schools transitioning to comprehensive colleges often face growing requests from students and parents to get career outcomes (from relatively expensive educations with ballooning school loans) clearly articulated to them as early as when they initially shop for schools. This becomes an issue for faculty members because specialized career preparation and job placement often fall beyond the traditional role of career services in a liberal arts environment. Departments sometimes adjust to students' and parents' requests for better education outcomes by articulating a simplified degree completion framework, or by considering inclusion of career preparation, internships and co-ops to their programs. This presentation will explore the possibilities and challenges of adapting student advising to better address the career-preparation needs of business students as an example of attempts to deal with this growing educational challenge.
MC 419  Sharing Best Practices for Online and Blended Learning Courses
T. Bridgett Galvin, Dan Facchinetti, Robin Robinson
There are many factors that affect a student’s experience in an online course, including
course design, course delivery, course content, technology, institutional infrastructure,
faculty readiness for online teaching, and student readiness for online learning and
support. Join your colleagues in sharing ideas and methods that work in aligning course
design with learning outcomes, objectives, and assignments using the Quality Matters
(QM) Higher Education Rubric.

Hemenway 208 Using MATLAB in the Classroom for Fun and (Academic) Profit
Larry McKenna and Doug Leaffer
MATLAB is a powerful data analysis and visualization package now provided free to
every student and faculty member at FSU. Developed by MathWorks (just down route 9
from our campus), the software is flexible, user-friendly, and the industry-standard way
of analyzing data. The power of MATLAB lies in the ability to quickly, accurately, and
easily analyze data and display the results professionally. Analyses are easily customized,
and best of all, you can save your work so that subsequent analyses are automated,
available with a few keystrokes. We'll start with a few basics and then go on to analyze
and display data. Then we'll learn the power of scripts, publishing, and the m-file, which
your students can email to you to document their work and results. A single click runs all
their work, so you can assess their accomplishments quickly and efficiently.

****Submit your assessment form and enter a raffle****

When you bring your completed January Day Assessment Form to the Forum at the end
of the day, drop your name badge into our container, and your name will be entered in a
raffle to win a brand new Kindle Fire.