

Center for Teaching Excellence

Fall 2021 Teaching Forum

Wednesday October 27, 12:00 – 5:00
Bello Grand Hall

Program and Abstracts



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12:00 - 12:30pm – Lunch

12:30 - 1:00pm - Keynote from CAS Dean Veronica McComb
#realtalk: How I Supercharged My Teaching by Just Being Me

1:00 - 1:45pm - Hot Topics Round Tables (led by CTE Fellows)

Table 1: Experiential Learning: Non-Profit Partnerships at the Course Level

Table 2: Ungrading: Teaching More by Grading Less?

Table 3: Back in the Classroom: Teaching Post-Zoom & HyFlex

Table 4: Student Involvement in Cross-Disciplinary Research

Table 5: Academic Honesty

Table 6: Measuring Critical and Creative Thinking

1:45pm - 2:00pm – Break

2:00 – 2:30 pm – Panel Presentation and Discussion

Inclusive Teaching: International and Domestic Multicultural Students

Gao Niu, Kwadwo Asare, Kongli Liu, and Sonal Kumar

2:30pm - 3:30pm - Lightning Rounds

- A. **The Power of Retrospectives to Make Mid-Course Corrections** *Brian Blais*
- B. **Open World Assessment: Problems, Perspectives, Possibilities** *Ryan Marnane*
- C. **Turning Your Research into Student Assignments: Poster Project Exploring COVID and Religion** *Katie Alidadi*
- D. **Collaborative Reading for Better Prepared Students and Class Discussions** *Kathleen Daly*
- E. **On the Use of Digital Spaces, Redefining the Classroom Space and Enhancing Language Education.** *Cedric Joseph Oliva*
- F. **Incorporating Ethics into Business Classes** *Cathy Zheng*
- G. **The Story Within the Story** *Jennifer Horan*
- H. **Inclusive Pedagogies, Teaching on Racism and Privilege** *Nicole Freiner*

3:30pm – 5:00pm - Presentations

How Can we Help Our Students Pay Attention? *Rich Holtzman*

Strategies for Psychologically Safe Cold Calling *Michael Roberto*

Maps of Home *Martha Kuhlman*

Implementing the United Nations' Principles of Responsible Management Education Sustainable Develop Goals into Business Courses *Eileen Kwesiga and Michael Gravier*

Abstracts

Keynote

#realtalk: How I Supercharged My Teaching by Just Being Me

Dean Veronica McComb

Picture your favorite teacher. What did s/he or they do that made you excited about learning? Or how about your least favorite teacher? What habits did they have that made you dread going to class every day? It is not uncommon for us as educators to choose teaching methods based on our own experiences as learners. However, how mindful are we about creating space for our true selves in the classroom whether we are the teacher or the learner? In this talk, I will discuss the distinction between teaching persona and personal authenticity. I will then discuss the merits of personal authenticity in promoting student engagement and student success. Participants will receive tools to develop a sense of true self in their own teaching as well as strategies on how to infuse their practice with greater levels of authenticity.

Panel Discussion

Inclusive Teaching: International and Domestic Multicultural Students

Gao Niu, Joel Swenddal, Kongli Liu, and Sonal Kumar

The panel will discuss issues, concerns, best of practice and worse practice of teaching for international and multicultural students. Discussion will be on "what are the needs and difficulties that the STUDENTS have while studying at Bryant?", "what are the needs, difficulties that the FACULTIES have while working with international students and domestic multicultural students?"; "what part does Bryant faculties do well, and what part can be improved to increase teaching effectiveness?", etc. Then Q&A.

Lightning Rounds

The Power of Retrospectives to Make Mid-Course Corrections

Brian Blais

As part of the Agile framework Scrum, short work periods of a few weeks are followed by a Retrospective. In this retrospective, the teams asks what has worked, what hasn't, what they should keep, what they should drop, and what they should change. Even if not using the entire framework, one can implement the retrospective in the classroom to make mid-course corrections. Here I present my experience in using the class retrospective to fix issues in the course design and implementation rather than waiting to hear about problems in end-of-semester CourseEval. I have found it an invaluable tool, especially in these complex times where we are called upon to use many different techniques and technology -- not all of it effective for every class. I have also found it adds new insights into how students perceive the many facets of the classroom. In this presentation, I will also present some advice on how to implement a class retrospective and what makes for an effective class retrospective.

Open World Assessment: Problems, Perspectives, Possibilities

Ryan Marnane

This presentation will (a) explore current findings (and highlight working questions) from my piloting a new assessment and grading system and (b) provide strategies for increasing student engagement with instructor feedback.

Inclusive Pedagogies, Teaching on Racism and Privilege

Nicole Freiner

This seminar will report from experiences of Bryant faculty who address racism explicitly in their teaching by incorporating course content and topics which focus on racism and privilege directly. The goal is to share ideas and open discussion for those who would like a starting point, for people interested in hearing and sharing resources, as well as those who want to increase their knowledge and comfort in teaching racism and privilege. Some ideas from the Gardner Institute's Seminar on Inclusive Practices will be shared as well.

Collaborative Reading for Better Prepared Students and Class Discussions

Kathleen Daly

Come learn about a reading annotation app called Perusall, which allows students to annotate, highlight, ask and answer questions, and collaboratively process course readings before stepping into the classroom. The platform is backed by some impressive research, is applicable to all disciplines, and is free. I'll share my experiences piloting use of the technology in my upper-level history courses, its value in hybrid learning environments, and some potential pitfalls of the platform.

On the Use of Digital Spaces, Redefining the Classroom Space and Enhancing Language Education

Cedric Joseph Oliva.

The pandemic imposed global and radical changes on language educators. The use of technology in the classroom is no longer the future but rather the present of modern language education. This presentation will discuss some of the recent integration of technology, with a focus on delivery methods and platforms, with the aim of considering more dynamic pedagogical practices and to enhance language acquisition. Indeed, pre-recorded tutorial as part of flipped-classroom environments, breakout room on Zoom and digital interactive whiteboard sharing tools, such as JamBoard, all invite us to redefine our classroom space to enhance language education.

Incorporating Ethics into Business Classes

Cathy Zheng

Business ethics represents the principles and values that govern decisions and actions in corporations. Ethics is now an increasingly important component in business. According to "Report on U.S. Sustainable and Impact Investing Trends 2020" by the U.S. SIF Foundation, the total US-domiciled "environment social and governance" (ESG) investing assets grew at around 20% annually in the period of 2018 to 2020, and every one in three dollars of the \$51.4 trillion total US assets under professional management follows ESG investing guidelines.

While business ethics is less developed in the curriculum in parallel to the rapidly growing attention in the business world, this session attempts to raise this question and figure out ways to incorporate ethics into business classes. Open discussions are encouraged.

Turning Your Research into Student Assignments: Poster Project Exploring COVID and Religion

Katie Alidadi

I designed a group assignment for my Law & Society students, building on my own summer research project on the effect of the COVID-19 Pandemic on religious worship in Rhode Island. Taking the learning lessons and challenges of conducting fieldwork and interviews in this context, students were given specific instructions and training and sent out to various houses of worship within the State early in the Fall 2021 semester. They submitted fieldnotes and interview transcripts as well as their main deliverable - a visually appealing poster that was used as an aid to moderate a class presentation session. The non-traditional poster session presentation allowed experiences and findings related to a variety of faith traditions and denominations to be contrasted and compared.

The Story Within the Story

Jennifer Horan

This presentation explains how students in my two British Literary Studies courses remade stories about pandemics to come to a higher-level awareness of living through COVID. More specifically, students imitated 1. William Langland's Medieval satire about church and state following the Black Death (*Piers Plowman*) and 2. Virginia Woolf's stream of conscious novel written in the aftermath of the 1918 pandemic, *Mrs. Dalloway*. By remaking the narrative of plague through creative use of literary genre, students were able to give critical voice and thought to their experiences.

Presentations

How Can we Help Our Students Pay Attention?

Rich Holtzman

James Lang recently published an article in AAC&U's journal *Liberal Education* titled, "Attention Is an Achievement: How to Help Students Stay Present and Focused in Class," which builds on research from his recent book, *Distracted: Why Students Can't Focus and What You Can Do about It*. In his article, Lang reminds us that "Everyone struggles with attention at times." After personally struggling to stay present and focused through a year-and-half of Zoom meetings, I have come to appreciate his argument that student attention is not something that is fully within a student's control. Therefore, we must take responsibility for creating learning environments that support our students' efforts to stay present and focused.

But what are some of the best practices for pursuing this goal? And even if we achieve some success acquiring and keep our students' attention during our class meetings, how can we get their attention outside of class (for instance, making sure they read our emails/announcements)? This short discussion is intended to tap into the wealth of experiences (and past experiments) of its participants in hopes of sharing ideas and compiling a collection of best practices.

Strategies for Psychologically Safe Cold Calling

Michael Roberto

This brief presentation will address how and why I use cold calls in my teaching, how I create a psychologically safe environment when doing so, and how I encourage students to "help each other out" throughout the classroom discussion.

Maps of Home

Martha Kuhlman

When I started teaching Creativity and the Arts in the spring of 2020, I could never have imagined how my pedagogy would be transformed in a few weeks. Instead of returning from March break, we all shifted online. This was intended to be a hands-on, experiential class, so it was especially challenging to adapt the course. By mid-March, some students were still on vacation, at home, or had returned to their homes in China and India. How would I connect with these students when we were all so distant from each other?

Coincidentally, my assignment about reflecting on where we live by creating maps fell just around this time. To give students some context for understanding maps and social power, we read "Civic Imagination and a Useless Map" by Catherine D'Ignazio (in *DIY Utopia*, edited by Amber Day). D'Ignazio describes a project undertaken by the group The Institute for Infinitely Small Things between 2006-2008 in which regular passersby were asked to "rename" streets in their neighborhoods. In this act of renaming, they produced a "useless" map of the City Formerly known as Cambridge (MA) while at the same time provoking viewers to think about systems of power. Street names seem mundane—but "by whom and for whom are they named? And since when?"

In this presentation, I will talk about how I turned a classroom assignment into an interactive website; how this assignment incorporates questions of social justice and space (including redlining and environmental racism); and how to build community through art. Thus far I have used this assignment to collaborate with two other classes: Creativity and the Arts, and Design Studio. If there are aspects of this project that might connect with your classes, we can discuss how you might include this activity/reflection in your own coursework.

Implementing the United Nations' Principles of Responsible Management Education Sustainable Develop Goals into Business Courses

Eileen Kwesiga and Michael Gravier

Bryant University has recently committed itself to the United Nations' Principles of Responsible Management Education (PRME). This session presents how PRME's Sustainable Development Goals (SDG's) are being implemented into Bryant's business courses in a meaningful way. Several course syllabi with associated assignments will be presented. The presentation will be informative both for students interested in where to learn responsible management topics and for faculty seeking inspiration.

The UN PRME's SDG's are the defining set of goals for sustainable, inclusive, healthy, and generally responsible management education. While only SDG 16 (Peace, Justice, and Strong Institutions) explicitly names justice, all the SDG's are components of justice whether embodied through responsible resource use, inclusion of marginalized peoples, providing clean food and water, reducing inequalities, or providing decent work and economic growth.



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