



2nd Annual Teaching & Learning Summit

Innovation to Increase Value in Higher Education

Thursday May 23, 2019

8:30—5:00

Bryant University

Bello Grand Hall

Sponsored by the Office of the Provost

<http://teaching.bryant.edu/summit2019>

Program

8:30am—9:00am	Arrival and Continental Breakfast
9:00am—9:15am	Introductory Remarks <i>Provost Glenn Sulmasy</i>
9:15am—10:15am	ABCs of Grading at Bryant <i>Robert Jones, Ed Kairiss, John Dietrich</i>
10:15am —10:30am	Break
10:30am—12:00pm	Transforming Learning with Virtual and Augmented Reality <i>Emory Craig, College of New Rochelle</i>
12:00pm—12:45pm	Lunch
12:45pm– 2:30pm	Keynote: Terms of Engagement <i>Claire Howell Major, University of Alabama</i>
2:30pm— 2:45pm	Break
2:45pm—3:45pm	Online Teaching the Bryant Way <i>Bonnie Budd</i>
3:45pm—4:45pm	Difficult Classroom Conversations <i>Kevin Martins, Judith McDonnell</i>

Abstracts

“The ABCs of Grading at Bryant”

A broad-ranging discussion of grading practices and issues in Higher Education and perspectives on Bryant’s grading landscape.

- A review of some of the “experiments” that have taken place – e.g. “Gradeless” grading, competence-based evaluation, grade inflation/deflation, etc.
- Characteristics of grading at Bryant, including the numerical-> letter grade -> numerical GPA transformations and side-effects, relationships between AI and GPA (“does grade inflation exist at Bryant?”)
- Issues and challenges faced by Department Chairs, including grades in multiple sections of the same course, are there “hard graders” and “easy graders” among our faculty, do course grades drive future enrollments, etc.

Transforming Learning with Virtual and Augmented Reality

Virtual and augmented reality will transform the way we learn, work, communicate, and express ourselves. This new era of immersive and spatial computing offers us a unique opportunity to transform learning across the disciplines. This session will review recent developments as well as groundbreaking projects both within and outside of the higher education landscape. We will examine ways to integrate mobile and high-end VR into the curriculum and how we can prepare our students for a future where immersive experiences will be integral to their personal and professional lives.

"Terms of Engagement: Promoting student engagement and active learning in the college classroom"

Recent research on motivation and learning indicates that for students to be successful, they have to value learning, they have to expect to succeed, and they have to be active participants in their learning. In this session, I will describe the cognitive principles of learning that foster student engagement. I will also identify active learning techniques for promoting it. Participants will learn about practical strategies for creating a course that fosters sustained attention and elicits students' best work in various teaching contexts.

"Online Teaching the Bryant Way"

With our first online degree program well underway to more than 60 students in six different courses, we are beginning to codify the principles underlying a Bryant-worthy approach to online teaching and learning. First, the experience is high-touch, with low faculty:student ratios and a focus on technologies fostering meaningful human connections. Second, each course features a full-time Bryant faculty member to guide the development of materials and ensure the level of academic quality people have come to expect from a Bryant learning experience. Third, we take an iterative approach to course design and development, gather and acting upon student feedback in a real-time process known as the Learning Loop. Finally, nearly all of the online learning activities focus on real-world application such that our students can begin to apply their learning to their own world of work and professional experience in immediate and tangible ways. Come learn how these principles have come to life in the last six months, and how these principles might impact your own instructional practice on campus.

"Difficult Classroom Conversations"

Students encounter many challenges on campus that may, and often do, affect the dynamic within the classroom. This session will explore how faculty can address concerns of students while maintaining their agreement to cover course content. Using the campus challenges of this past spring semester, faculty will be encouraged to share their experiences and learn about resources that will help prepare them for future discussions. Additionally, a brief summary of the Bias Incident Committee process and cases will be discussed.



Claire Howell Major is Professor of Higher Education at the University of Alabama in Tuscaloosa, Alabama. Major has extensive teaching experience in higher education. Early in her career, working as a Teaching Assistant and then adjunct faculty member, she taught more than forty sections of developmental studies English, freshman composition, and sophomore literature. During this time, she taught across institutional types, including at a large urban community college, a two-year historically black college and university, a two-year technical institution, a public 4-year institution, and a large research institution. After completing her PhD, she worked as director of a center for teaching, focused specifically on problem-based learning, at a small private four-year religious institution. Her work there involved helping

faculty across the university integrate innovative teaching methods into their courses. Now at the University of Alabama, she teaches masters and doctoral level courses in the Higher Education Administration program. She most often teaches courses on college teaching, technology in higher education, and reading research in the field of higher education.

Major's research interests are in the areas of faculty work, pedagogical approaches, technology for teaching, and online learning. She also focuses on issues of higher education in popular culture and higher education as a field of study. She typically draws on qualitative methods to answer her research questions. She has authored and co-authored several books, including *Learning Assessment Techniques: A Handbook for College Faculty*, *Online learning: A guide to theory, research, and practice* and *Collaborative learning techniques: A handbook for college faculty* (Second Edition, with Elizabeth Barkley and Pat Cross). She has also published books on qualitative research methods. Major also publishes her work in leading education journals, such as *Teachers College Record*, *The Journal of Higher Education*, and *Research in Higher Education*, and *Higher Education*. She presents her work at national and international conferences.

Major's professional service also focuses on teaching and learning in higher education. She has created new programs for her college, including an Executive EdD in higher education administration and a Graduate Certificate in College Teaching. She has chaired more than 26 dissertations, has co-chaired an additional 17, and has served on countless committees. She has served on her College's Assessment Committee, and as an Education Consultant for the College of Community Health Service. She also has served as a mentor for the University of Alabama's Tide Together mentoring program, which is designed to help doctoral students from underrepresented populations such as first-generation students, students of color, or women in the STEM disciplines acquire the skills they need for success in their future careers.



As Director of eLearning at The College of New Rochelle, **Emory Craig** is responsible for a broad range of innovative technology initiatives and the integration of emerging technologies in the curriculum. He has been interviewed in numerous podcasts, *The Atlantic* and other publications. In 2017-2018, he co-authored the EDUCAUSE series: "VR and AR: Stepping into the New Frontier of Learning."

He is the Co-founder and Partner at Digital Bodies, a global consulting group and popular website for news and analysis of immersive technologies. Digital Bodies helps education, business, and nonprofit organizations understand and implement augmented and virtual reality. His research focuses on the personal and organizational strategies we will need to live in a future where experiences are available on demand, and the boundary between the real and the virtual disappear.