Tuesday, September 9, 2014
AM refreshments in JHN Lobby
PM refreshments in MGH 206

9:00
JHN Lobby
Check-In Begins
(Refreshments and light snacks available)

10:00 – 10:30
JHN 102
Welcome Remarks
David Allen, Director, School of Nursing and Health Studies Program,
UW Bothell
Bill Kunz, Interim Vice Chancellor, UW Tacoma
Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs,
UW Seattle

10:30 – 10:45
BREAK

10:45 – 11:45
JHN 102
The End of Lecture
Mary Pat Wenderoth, Principal Lecturer, Biology
A major 2014 meta-analysis by Scott Freeman, Mary Pat Wenderoth, and other
UW researchers provides robust data on teaching methods that increase
student achievement. This session summarizes the research results and engages
participants in discussion of the way even small changes can close the gap
between our teaching and student learning. Shrinking that gap has tremendous
implications for all students, but especially those from underrepresented
groups.

While this cross-disciplinary study focuses on STEM fields, the results speak to
undergraduate education in all areas. As UW Biology Chair Toby Bradshaw,
says: "By reducing the failure rates, capable students are able to go on, rather
than being washed out of the system because they came in a bit underprepared
and no one was willing to change the way they did things to help them out."
12:00 – 1:15 Lunch (pick up in Mary Gates Hall, Commons)

1:30 – 3:00 PLEASE SELECT FROM ONE OF THE FOLLOWING

MGH 242 Getting Off to a Good Start
*Rick Bonus, Associate Professor, American Ethnic Studies*
*Laura Little, Principal Lecturer, Psychology*
What can you learn about the experience and expertise of your students before the first day? How can you use your course syllabus, Catalyst web tools, and your first class session to set expectations, establish a tone and ground rules, and create a climate for learning? We will address these questions (and others) about how to get off to a great start to the quarter.

MGH 254 Balancing (and Integrating) Teaching and Research
*Moon-Ho Jung, Associate Professor, History*
*Mehran Mesbahi, Professor, Aeronautics & Astronautics*
Given the many demands on our time, teaching and research can often appear as competing imperatives in a research university. This session will focus on how we might find a productive balance between teaching and research, in particular by exploring how we might integrate teaching (both graduate and undergraduate) and research. We will also try to generate practical strategies on how to make our time devoted to teaching and scholarship efficient and rewarding.

MGH 288 Facilitating Small-Group Discussions
*David Goldstein, Director, Teaching and Learning Center, UW Bothell; Senior Lecturer, School of Interdisciplinary Arts and Sciences*
This session offers simple yet effective strategies on how to conduct engaging classroom discussions, along with opportunities to apply and build from these strategies, talk about other teaching models that enhance student learning, and have participant-generated conversations about teaching in general.
Wednesday, September 10, 2014
AM & PM refreshments in MGH 206

9:15 – 10:15
PLEASE SELECT FROM ONE OF THE FOLLOWING:

MGH 241
We Know You’re Freaked Out About Getting Your Research Done, And You Are Suffering From Cognitive Dissonance Because Everyone is Talking about Teaching As If You Have Nothing Else to Do
Steve Majeski, Professor, Political Science
How can faculty members carve out time to teach effectively and to write grant proposals that fund their research? This session identifies efficiencies and resources that allow them to do both.

MGH 251
Assessing Students’ Learning
David Goldstein, Director, Teaching and Learning Center, UW Bothell; Senior Lecturer, School of Interdisciplinary Arts and Sciences
Beth Kalikoff, Director, Center for Teaching and Learning; Associate Professor, Interdisciplinary Arts & Sciences
Most of us have plenty of experience with end-of-course learning assessment (final exams!). This session, however, will focus on quick, easy, informal techniques for discovering what your students understand in real time and how to adjust classroom activities in response.

10:15 – 10:30
BREAK

10:30 – 11:30
What Does “Inclusive Teaching and Learning” Mean and How Does it Matter Across Disciplines
Alexes Harris, Associate Professor, Sociology
Katie Malcolm, Instructional Consultant, Center for Teaching and Learning
This session engages participants in discussion of the question. Facilitators and participants generate lists of inclusive teaching, learning, and mentoring practices to consider for the 2014-15 academic year and beyond. Finally, the session identifies resources, including the Interactive Theater as Pedagogy Project, the Center for Teaching and Learning in Seattle, the Teaching and Learning Centers of Tacoma and Bothell, and departmental support.
11:30 – 11:45  Walk to Allen Library Research Commons

11:45 – 12:45  University Libraries Lunch – Meet Your Librarian!
The Libraries Faculty Fellows luncheon welcomes new faculty and instructors to the award-winning University Libraries. In an informal setting, faculty will meet their departmental liaison librarian and learn about the ways in which the librarian liaison system serves students in their academic department. The luncheon promotes the ways that librarians partner with faculty to build collections, teaching and learning services and online resources.

12:45 – 1:00  BREAK

1:15 – 2:30  PLEASE SELECT FROM ONE OF THE FOLLOWING:

MGH 238  Online Teaching: From Email to Flipped Classrooms to Online Degrees and MOOCs

*Matt Sparke, Director of Integrated Social Sciences; Professor, International Studies and Geography*

This session surveys the landscape of online teaching with a particular focus on what is happening at UW. It provides practical navigation and survival tips relating to the support of online teaching at the university. The session also offers an overview of the different units and imperatives shaping our evolving practices. Whether you have lots of online teaching experience or none, this session offers opportunities to learn... even if the e-jargon of flipping, MOOCs, and LMSs makes you want to flip out of teaching altogether.

MGH 241  Facilitating Small-Group Discussions

*Rick Bonus, Associate Professor, American Ethnic Studies
Mehran Mesbahi, Professor, Aeronautics & Astronautics*

This session offers simple yet effective strategies on how to conduct engaging classroom discussions, along with opportunities to apply and build from these strategies, talk about other teaching models that enhance student learning, and have participant-generated conversations about teaching in general.
MGH 251  
Teaching Larger Classes  
*Moon-Ho Jung, Associate Professor, History*  
*Laura Little, Principal Lecturer, Psychology*  
This session addresses questions related to teaching larger courses with discussion sections or labs. We will focus on challenges commonly encountered in multi-section courses, such as developing interactive and engaging lectures, integrating the various components of a course (lectures, sections, labs, assignments, quizzes, exams, etc.), communicating to students how those components relate to one another, and working with graduate and undergraduate teaching assistants.

2:30 – 2:45  
BREAK

2:45 – 4:00  
PLEASE SELECT FROM ONE OF THE FOLLOWING:

OUGL ALC 141  
Activate Your Teaching: Lessons from the Active Learning Classrooms  
*AJ Boydston, Assistant Professor, Chemistry*  
*Amanda Hornby, Teaching & Learning Program Librarian, Geography*  
*Librarian, Odegaard Undergraduate Library*  
Odegaard Library’s new Active Learning Classrooms (ALCs) provide instructors from all disciplines with a unique opportunity to explore how space and active learning pedagogy can promote student learning. ALCs support case-based learning, guided inquiry and peer learning, all of which are increasingly the basis for how classes are taught. Odegaard Librarians and UW-IT researchers have studied the efficacy of the ALCs and the ways in which they are transforming instructor pedagogy and student learning. Find out about what we’ve learned about active learning spaces and how you can practically apply these ideas to your own course and classroom space.

MGH 241  
Making Useful Connections: Across Disciplines and Across Campuses  
*Ben Marwick, Assistant Professor, Anthropology*  
This session introduces some of the advantages of making connections with faculty, staff, and students outside of your home department. Discussion focuses on strategies for finding these connections and making these collaborations benefit your teaching, research, and service.
Instructors who don't believe in capital punishment are often willing to make an exception for students who plagiarize a paper or cheat on a test. This session briefly reviews research on why students cheat, then invites participants to discuss evidence-based best practices that prevent academic misconduct. One effective strategy: teaching students about academic integrity. One ineffective strategy: including a Student Code paragraph in your syllabus & reading it aloud. We'll also discuss UW resources to consult when you think that one of your students has cheated.
Thursday, September 11, 2014
AM & PM refreshments in MGH 206

PLEASE REFER TO THE PINK SHEET FOR YOUR ASSIGNED CLASSROOM

9:00 – 12:00
Group A: Teaching Reflections
Watching colleagues in other disciplines teach can bring a fresh perspective to our own classroom approaches. This session offers a peer mentoring experience where seasoned and newer instructors across campuses learn from one another and serve as teaching resources. Each participant shares a brief (3-4 minute) lesson presentation on a concept from one of their courses. The lessons are recorded, and after everyone has presented, the videos are played back for participants to reflect on and discuss. Beginning with the presenter, we ask: what worked well? What might you do differently? Participants’ contributions make this an enriching opportunity to reflect on how our teaching embodies our learning goals.

Come prepared to share a 3-4 minute lesson and some responses to the following: What are your lesson objectives? What goals do you have for student learning? Are there particular aspects of your presentation on which you would like feedback?

9:00 – 10:30
Group B: Technology Sessions

MGH 030
Canvas 1
Jake Kulstad, Instructional Technologist, UW-IT Learning Technologies
This is the first of a two-part introduction to the Canvas Learning Management System. This session will cover how to log into and navigate in Canvas, communicating with your students, the process of basic course setup, and various methods to streamline file uploads. We will also discuss the organization of additional pages within your Canvas course.

MGH 044
Canvas 1
Robyn Foshee, Graduate Student Assistant, UW-IT Learning Technologies
This is the first of a two-part introduction to the Canvas Learning Management System. This session will cover how to log into and navigate in Canvas, communicating with your students, the process of basic course setup, and various methods to streamline file uploads. We will also discuss the organization of additional pages within your Canvas course.
Using the UW Panopto recording and video management system, instructors can record class lectures and upload videos. In this workshop, you will learn how to use the UW Panopto system with your Mac or PC to record and distribute lectures, how to manage access to your recordings, and techniques for creating effective recordings.

**10:30 – 10:45**

Break

**10:45 – 12:00**

GROUP B: Technology sessions continued

**MGH 030**

Canvas 2

*Jake Kulstad, Instructional Technologist, UW-IT Learning Technologies*

This is the second of a two-part introduction to the Canvas Learning Management System. This session will cover the process of setting up Assignments, managing the Gradebook, grading with SpeedGrader, and organizing a course using Modules. Participants will have time to experiment, ask questions, and should be able to confidently administer a Canvas course after this two-part series.

**MGH 044**

Canvas 2

*Robyn Foshee, Graduate Student Assistant, UW-IT Learning Technologies*

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MGH 058

Active Learning with Technology

Betsy Evans, Associate Professor, Department of Linguistics

Tyler Fox, Instructional Technologist, UW-IT Learning Technologies

In this workshop we will explore how the Canvas Learning Management System (LMS), Lecture Capture, and Audience Response systems (“clickers”) can help foster active learning in your classroom. Discussion includes effective strategies for moving assessment online, creating engaging online discussion, grading tools and innovative approaches to lecture capture. The workshop is designed to be less of a step-by-step “how-to.” Instead, we will focus on demonstrating techniques for fostering active learning through by leveraging this set of technologies.

12:00 – 1:00

LUNCH (Mary Gates Hall Commons)

PLEASE REFER TO THE PINK SHEET FOR YOUR ASSIGNED CLASSROOM

1:00 – 4:00

Group B: Teaching Reflections

Watching colleagues in other disciplines teach can bring a fresh perspective to our own classroom approaches. This session offers a peer mentoring experience where seasoned and newer instructors across campuses learn from one another and serve as teaching resources. Each participant shares a brief (3-4 minute) lesson presentation on a concept from one of their courses. The lessons are recorded, and after everyone has presented, the videos are played back for participants to reflect on and discuss. Beginning with the presenter, we ask: what worked well? What might you do differently? Participants’ contributions make this an enriching opportunity to reflect on how our teaching embodies our learning goals.

Come prepared to share a 3-4 minute lesson and some responses to the following: What are your lesson objectives? What goals do you have for student learning? Are there particular aspects of your presentation on which you would like feedback?
1:00 – 2:30  Group A: Technology Sessions

MGH 030  Canvas Part 1
Jake Kulstad, Instructional Technologist, UW-IT Learning Technologies
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2:30 – 2:45  BREAK

2:45 – 4:00  GROUP A: Technology sessions continued

MGH 030  Canvas Part 2
Jake Kulstad, Instructional Technologist, UW-IT Learning Technologies
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Betsy Evans, Associate Professor, Department of Linguistics  
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4:30 – 6:00  Social Hour at CTL  
GRB 100
Friday, September 12, 2014
AM refreshments in MGH 206

9:00 – 10:15 Moving Up Your Ladder: Promotion and Tenure
MGH 241 UW Seattle Faculty
Judy Howard, Divisional Dean for Social Sciences, College of Arts and Sciences; Professor, Sociology
Eve Riskin, Associate Dean of Academic Affairs, College of Engineering; Professor, Electrical Engineering

MGH 231 UW Bothell Tenure-track
UW Tacoma Tenure-track
Yonn Dierwechter, Associate Professor, Urban Studies, UW Tacoma

MGH 284 UW Bothell Promotional track
UW Tacoma Promotional track
Tom Diehm, Principal Lecturer, Social Work, UW Tacoma

10:15 – 10:30 Break

10:30 – 11:45 What Else and What Next
MGH 241 Senior Fellows
What do seasoned UW faculty members wish they’d known when they were new here? This session answers that question, then roams the savanna. Topics may include peer mentoring, data-driven teaching, and sustainable practices, depending on what new faculty members wish to discuss. The program closes with reflections on the week and ways to keep in touch, including events with each other and free food.