INNOVATIONS IN PEDAGOGY SUMMIT

IMAGINING TEACHING AND LEARNING TOGETHER

The Innovations in Pedagogy Summit is hosted by the Center for Teaching Excellence and sponsored by the Office of the Executive Vice President & Provost.

WELCOME

Dear Colleagues,

Welcome to the University of Virginia's 5th Annual Innovations in Pedagogy Summit!

What possibilities for deep, transformative teaching and learning can students, faculty, and staff imagine and create together? This year's theme is *Imagining Teaching and Learning Together*. Learning has the potential to be especially dynamic, expansive, and enduring when students and faculty learn with and from one another.

We are excited to welcome acclaimed teacher and innovator Michael Wesch, from Kansas State University, as our plenary speaker. He will share what he learned with and from his students, and encourage Summit attendees to imagine possibilities for education that is truly transformative.

Additionally, a lunch session led by Co-Create UVA will highlight exciting student-faculty partnerships across grounds, and in 15 outstanding breakout sessions, presenters from a wide variety of disciplines will share innovative approaches to engage students and foster learning. A number of these breakouts feature collaborations across disciplines and/or among instructors, graduate students, and undergraduate students.

Thank you for participating!
The Center for Teaching Excellence

2017 Innovations in Pedagogy Summit Advisory Board *in alphabetical order*
Dorothe Bach, Associate Director and Associate Professor, Center for Teaching Excellence
Elizabeth Dickens, Assistant Director and Assistant Professor, Center for Teaching Excellence
Judith Giering, Director of Learning Design & Technology, College of Arts & Sciences
Karen Inkelas, Associate Professor of Leadership, Foundations & Policy, Curry School of Education
Kristin Palmer, Director of Online Learning Programs, Office of the Executive Vice President and Provost
Juliet Trail, Managing Director, Contemplative Sciences Center
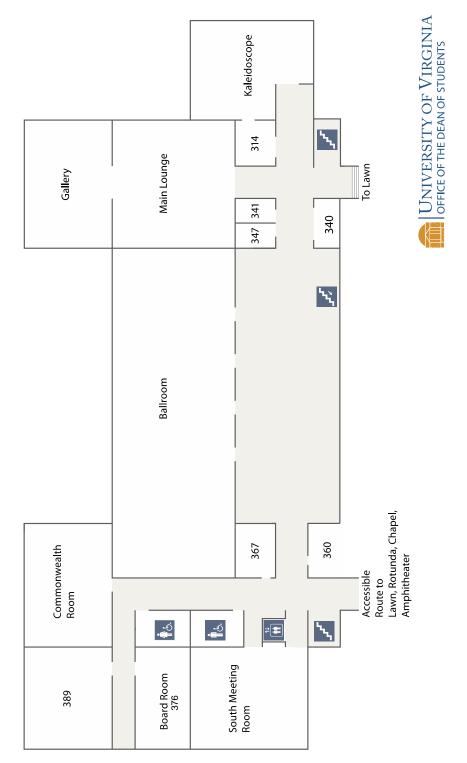**Iris Waguespack**, Program and Logistics Coordinator, Center for Teaching Excellence

TWEET:
Share your experience by using the Summit's Twitter hashtag:
#UVATeach
Follow the CTE **@cte_uva**

ASSESS:
Share what you learned from participating in the Summit by completing the assessment.

SCHEDULE AT-A-GLANCE

All sessions take place in Newcomb Hall

8:00 – 9:00 am	Registration *3rd Floor Lobby*
9:00 – 9:10 am	Welcome Kerry Abrams, Vice Provost for Faculty Affairs *Ballroom*
9:10 – 10:30 am	Plenary Session: "Life 101: Lessons from Students in Pursuit of a Real Education" Michael Wesch, Associate Professor, Anthropology, Kansas State University *Ballroom*
10:45 – 11:30 am	Concurrent Session A *Assigned Breakout Rooms, see pp. 6-7*
11:45 am – 12:30pm	Concurrent Session B *Assigned Breakout Rooms, see pp. 8-9*
12:30 – 1:50 pm	Lunch Session: "Co-Create UVA: Enhancing the Academic Experience through Student-Faculty Partnerships" Erin Cunningham, Jacob Hardin, Alaina Robinson, Bryanna Gooding, Undergraduate Students; Devin Donovan, Lecturer, English; Mieko Kawai, Lecturer, East Asian Languages, Literatures, and Cultures; Dorothe Bach, Associate Director and Associate Professor, CTE *Ballroom*
2:00 – 2:45 pm	Concurrent Session C *Assigned Breakout Rooms, see pp. 10-11*

3
LEVEL

Kaleidoscope

Gallery

Main Lounge

314

347 | 341

340

To Lawn

Ballroom

Commonwealth Room

367

360

Accessible Route to Lawn, Rotunda, Chapel, Amphitheater

389

Board Room 376

South Meeting Room

UNIVERSITY OF VIRGINIA
OFFICE OF THE DEAN OF STUDENTS

Life 101: Lessons from Students in Pursuit of a Real Education
Michael Wesch

Why do some "A" students seem lost upon graduation while some "C" students seem to have it all figured out? Why do some leave full of wonder and ready for a lifetime of learning while others seem to be shutting down and tuning out? Why do students that we have trained so deeply in a discipline seem unable to apply what they learned in real world scenarios?

For over a decade Wesch has been considered a very good teacher, winning major awards for his teaching. But if he measured his success based on his students' self-perceptions of their own happiness and success, the results were more mixed. To find out more he started doing true ethnographic fieldwork among students. From these studies, he has come to understand that students want more from their college experience than just the tools to make a living. They also want the wisdom to craft a life worth living, and they will need courage, passion and compassion to see it through. They are in pursuit of a "real education," but they are not sure what it is or should be.

A real education is not as easy as simply learning a bunch of content or mastering a few formulas. Students have to ask questions they've never considered before, challenge their taken-for-granted assumptions, unlearn what they think they know. Ultimately those who are successful find that what was most important was not the "stuff" they learned, but how they have changed. In this session, we will work together to explore what a real education means and how we can transform our classrooms and campus to help us all pursue one.

LUNCH SESSION: 12:30-1:50 pm

Co-Create UVA: Enhancing the Academic Experience through Student-Faculty Partnerships
Dorothe Bach, Erin Cunningham, Jacob Hardin, Devin Donovan, Alaina Robinson, Mieko Kawai, Bryanna Gooding

Co-create UVA is a collaboration between the student-founded organization Re-inventED Lab and the Center for Teaching Excellence designed to offer a platform for faculty and students to re-imagine education together. Co-create UVA is built on the premise that students are the most critical yet least consulted stakeholders in education and our mission is to change that paradigm. During this session, undergraduate student consultants will share their experiences with providing formative feedback to instructors around grounds during the 2016-17 academic year. In addition, recipients of our Co-create UVA grants will offer insights from their ongoing partnership on course design projects. Informed by these experiences, attendees will then engage in small group conversations to imagine how they may use innovative partnership models for enhancing the academic experience for faculty and students alike.

Location	Session Information
South Meeting Room 10:45-11:30 am	**Gaming the Classroom: Transforming a Traditional Lecture Course with Gamification and a Flipped-Simulation Model**
	Ben Sachs, Lecturer, School of Law; Aparna Datta, Law Student
	While many professors want to incorporate "real world" challenges in their courses, it can be difficult given the time needed for core substantive material. Last semester, we tried to get the best of both worlds by combining a "flipped" classroom model (where instruction occurs via prerecorded lectures) and a team-simulation model (where students divide into teams for in-class games). In this session, you will see how this hybrid model was used to create a dramatic twist on a traditionally lecture-based legal ethics course. The use of the "flipped" model opened class time for activities, in which the class divided into "law firms" of 4-5 students to work through decisions affecting their firm's ethics rating, finances, and reputation. This semester-long "game" showed students that strict adherence to ethical canons is easier said than done in the real world. This hybrid model resulted in a collaborative, energetic course with 100% class participation despite a 70+ student enrollment, without sacrificing depth of content.
Kaleidoscope 10:45-11:30 am	**How can I get a better grade?: Office Hours Answers to Help Students Help Themselves**
	Kathryn Densberger, Assistant Director of Student Academic Support, College of Arts and Sciences; Savana Mai, Undergraduate Student
	The goal of this session is to provide faculty and teaching assistants with some basic tools to help students to plan for learning, rather to than strategize for grades. We often advise students to visit office hours if they need help, and sometimes those visits center around a question such as, "How can I get a better grade?". These interactions are opportunities for faculty to help students transition from a grade-centric approach to a learning-centered approach. We will discuss a few steps you can take in these meetings to help identify the problems students are having with their coursework, as well as concepts and tools to help students effectively learn in your course-- and probably others as well. This workshop will take a "train the trainer" approach, with the aim of giving faculty and teaching assistants some learning-science vocabulary and tools to pass along to their students.
Gallery 10:45-11:30 am	**Keep in Touch: Cultivating Long-Distance Community Partnerships**
	Tiffany Hwang, Graduate Student, Educational Leadership, Foundations, and Policy; Abigail Steele, Undergraduate Student
	This session will present a roadmap for developing sustained long-distance community partnerships. Facilitators involved in a community engagement seminar, "The Science and Lived Experience of Autism," (PSYC/LASE 3559) will share lessons learned from a year-long collaboration with a group of college-aged autistic students from outside of Charlottesville. As the course title suggests, the students seek to understand how well the science captures the lived experience of autism, and they engage with one another in efforts to bring the two closer together. The facilitators will outline how the class and our community partners united to coordinate an advocacy event and create ripples of change. At the end of the session, participants will be encouraged to consider how to make an impact both near and far.

Location	Session Information
Commonwealth Room 10:45-11:30 am	**Practices for Exploring the Unknown: Fostering Intellectual Curiosity with Digital Tools**
	Patricia S. Sullivan, Writing Center Director and Assistant Teaching Professor, English; Steph Ceraso, Assistant Professor, English; Kelli Shermeyer, Graduate Student, English; James Ascher, Graduate Student, English; Kerri Reichhardt, Undergraduate Student
	In this session, presenters will discuss assignments and practical activities from introductory and advanced writing and literature classes that invite students to experiment with digital technologies in the service of an intellectual inquiries related to the subject matter of the specific courses. While each presenter will focus on a specific tool and assignment, all four will explore ways to bring together practical activities, digital tools and intellectual inquiry. Too often, an inquiry-based classroom is considered in opposition to practical/technical approaches to learning. We argue that these two goals are not opposed; indeed, they relate in a close way through the exploration of new media and digital technologies for writing. Integrating critical digital techniques into assignments provides students with practical knowledge that can be relevant to a job after graduation, and to the development of critical modes of thinking and problem solving. Indeed, as we will demonstrate, the builders of digital projects can learn from critics and critics can learn from skilled builders.
Room 389 10:45-11:30 am	**Creating Condensed Notes to Improve Learning and Retention**
	John Maybee, Associate Professor of Applied Math, Engineering and Society
	While many students routinely take notes in class, many have never learned how to synthesize and use these notes to further their own learning. This session demonstrates a process through which students may learn to create condensed notes by first analyzing the significance of presented content, and then prioritizing and synthesizing that content. Resulting notes cover all core lesson topics in abbreviated form, highlighting connections between content and presenting illustrative examples to facilitate understanding. Consequently, students learn as they compose their Condensed Notes, through the process of prioritizing and structuring content into a form that makes sense to the learner. A three-step approach to building Condensed Notes will be presented. The approach will be applied to a mini lesson on a basic mathematics topic to illustrate the actual development of a set of Condensed Notes. The session will end with general questions and answers about the strategy and a discussion about how it may be adapted to non-mathematics courses.

TWEET:
Share your experience by using the Summit's Twitter hashtag:
#UVATeach
Follow the CTE **@cte_uva**

ASSESS:
Share what you learned from participating in the Summit by completing the assessment.

Location	Session Information
Kaleidoscope 11:45 am-12:30 pm	**Using Online Polling to Gauge and Guide Student Learning through Big, Beautiful Questions**
	Emily Gravett, Assistant Professor, Religion, and Assistant Director of Teaching Programs, Center for Faculty Innovation, James Madison University
	Ken Bain, author of *What the Best College Teachers Do*, recommends orienting courses around big "beautiful" questions, which excite, intrigue, and motivate students. In my introductory religion course, I applied this principle to the individual unit, organizing each around a complicated question, such as "Is Islam a violent religion?" Before each unit, using the online polling platform Poll Everywhere, I ask students about their initial opinions; I repeat this process at the end of the unit. By comparing the polls, students and I can see how the group's views have changed. I also ask, before the unit, "what would you have to know or learn in order to be able to answer the unit question?" For Islam, students wonder, for instance, "Does Islam have a violent history?" This activity allows them to see what their peers are wondering, gives me the chance to tailor the unit to their needs, and provides them with a guide for reading and research. We return to these responses at the end of the unit too, reviewing what they now know. Orienting the units around these questions, with the support of Poll Everywhere, allows me and my students to gauge and guide their learning together.
Gallery 11:45 am-12:30 pm	**Learning by Teaching in a Flipped Classroom**
	Taeho Yu, Assistant Professor of Instructional Design and Technology, SCPS; Hope Kelly, Assistant Professor of Instructional Design and Technology, SCPS
	When faced with challenging topics, students can learn more deeply and effectively if they have an opportunity to teach these topics. In this workshop, we are going to explore the "learning by teaching" strategy and discuss how to employ it in a flipped classroom setting. We will use a statistics course as a model, and the audience will participate in an interactive "learning by teaching" practice and learn how to adapt this flipped classroom strategy effectively to their own contexts.
Commonwealth Room 11:45 am-12:30 pm	**Inclusive Classroom Communities in Challenging Times**
	Dorothe Bach, Associate Director and Associate Professor, Center for Teaching Excellence; Rawda Fawaz, Undergraduate Student
	The educational literature consistently highlights the important role that students' sense of belonging and trust play in the process of learning (Saunders & Kardia; Steele; Stroessner, Good & Webster). Given the times we live in, creating strong classroom communities and respectful learning environments is more critical than ever if we want our students feel comfortable to engage with us and their peers in authentic ways. What can we learn from the research about making our classrooms safe while encouraging the type of risk-taking that's essential for learning? What can we learn from marginalized students about what they need from their faculty and peers, particular when difficult topics arise? In this workshop, faculty and students together discuss strategies for creating environments where we all, regardless of background, have an opportunity to engage fully and to feel safe, respected and confident that our perspectives are valued.

Location	Session Information
Room 389 11:45 am- 12:30 pm	**Applying Japanese Lesson Study: A Design-Based Approach to Issues in Teaching and Learning**
	Deborah Barry, Assistant Professor, Medical Education; Anne Tuskey, Assistant Professor, Gastroenterology; David Moyer, Director of Anatomy, Medical Education; Neeral Shah, Associate Professor, Gastroenterology; Victor Soukoulis, Assistant Professor, Cardiology
	Our session aims to highlight the Japanese Lesson Study model of instructional improvement whereby groups of educational professionals develop and research live classroom lessons (Lewis & Tscuida, 1997, Lewis Perry & Murata,. 2006) as a collaborative, cross-disciplinary model for teaching and learning. We plan to demonstrate how application of this model can be used to both facilitate vertical integration of information and foster collaboration between faculty from different department as well as learners at different levels. In turn this integrated learning strategy not only accelerates retention though contextual and applied learning but it creates scaffolding that allows for the progressive development of concepts and their application. This session will demonstrate the Japanese Lesson Study model and allow participants to practice applying a design-based approach to current issues related to teaching and learning in their field within a multidisciplinary team.
South Meeting Room 11:45 am- 12:30 pm	**Mobilizing Peer Feedback and ePortfolios for Powerful Collaborative Learning**
	Esperanza Gorríz-Jarque, Lecturer, Spanish; Sara Gaston-Echeverria, Lecturer, Spanish; Nuria Ballesteros-Soria, Lecturer, Spanish; Zaida Villanueva-Garcia, Lecturer, Spanish
	ePortfolios have great potential to foster essential 21st century skills, such as digital literacy as well as collaborative and autonomous learning. In that process, feedback plays a crucial role. Traditionally, feedback has been considered to be unidirectional, with the instructor being responsible for making comments and the learners having little control over the process. However, this session emphasizes the importance of peer feedback on language proficiency development and explores useful strategies to mobilize peer feedback for effective collaborative learning. For this purpose, we will share our findings and conclusions drawn from research conducted across 11 SPAN 2020 (Advanced Intermediate Spanish) sections with a total of approximately 140 participants. Special attention will be paid to ePortfolios as a powerful tool that allows students to share their work and to create a collaborative environment. Consequently, learners gain awareness of their new active role as both providers and receivers of feedback, which not only enhances their autonomous learning but also develops a sense of educational community among their peers.

TWEET:
Share your experience by using the Summit's Twitter hashtag:
#UVATeach
Follow the CTE **@cte_uva**

ASSESS:
Share what you learned from participating in the Summit by completing the assessment.

Location	Session Information
South Meeting Room 2:00-2:45 pm	**A Sense of Place: Transdisciplinary Experiential Learning. J-Term Collaboration Across Disciplines**
	John Casteen IV, Lecturer, English; Rachel Nottingham Miller, Associate Director, Summer and Special Academic Programs, Summer Session Office
	Faculty from the Department of Environmental Sciences, the Engineering School's STS Program, and the English Department have collaborated with the J-Term program to create a Transdisciplinary Experiential Learning opportunity for undergraduate students held annually at the UVA Anheuser-Busch Coastal Research Center located on the Eastern Shore of Virginia. We will present the origin and discuss the success of this program. Breakout sessions will allow workshop participants to brainstorm ideas for new Transdisciplinary Experiential Learning classes that may be developed at other UVA Field Stations (e.g. Blandy Farm, Mountain Lake Biological Station) or venues.
Commonwealth Room 2:00-2:45 pm	**Integrating Students' Voice and Choice in Course Design**
	Tomoko Marshall, Lecturer, Japanese; Devon Yi, Jennifer Lee, Charlie Buyas, Alexander Khlopenkov, Hope Radel, Summer Dahlen, Zhuoran Li, Jake Wilson, Undergraduate Students from JAPN 2020
	Recognizing that courses can always be improved, instructors regularly rethink and revise their course materials independently or collaboratively with colleagues. Yet students' voices are often missing from the course design process. In this session, participants will learn about some of the adjustments made in a second-year Japanese course, after the instructor collaborated with students to improve the course. The session highlights why changes were made, how the students shifted their roles and expectations, and what the instructor and students learned from the implementation. Participants will hear directly from students in the class and begin to consider how they might also include student voices and choices in their own contexts.
Kaleidoscope 2:00-2:45 pm	**Training and Orienting Undergraduate Teaching Assistants**
	Luther Tychonievich, Lecturer, Computer Science
	The Computer Science department has a large staff of undergraduate TAs (approximately 200 in Spring 2017), a practice that began out of necessity due to skyrocketing enrollment but has since proven to be highly valuable pedagogically and appreciated by the students. Starting in 2013 we added a TA training course to help orient our TAs and improve the quality of education. After four years of iterative refinement, we now have a mature, successful Teaching Practicum course, which this session will discuss. Contents of the course are a combination of material we felt were important (ethics, diversity, and tutoring techniques) as well as topics that the teaching assistants have suggested (learning theory, problem students, grading, and more diversity). This presentation will summarize how we present material as well as lessons learned in how to orient and train TAs, as well as some of the surprises and challenges we've faced and how we've overcome them. Included will be a summary of how we have benefited as a department and as individual instructors based on TA feedback collected from the TA training course. A conversation about how similar courses might be broadened outside of CS will follow.

Location	Session Information
Ballroom 2:00-2:45 pm	**Open Office Hour with CTE Student Consultants**
	Trained Undergraduate Teaching Consultants, Center for Teaching Excellence
	Would you like to better understand what motivates and engages your students? During this open office hour, trained undergraduate consultants from the Center for Teaching Excellence are available to provide feedback on your teaching questions, issues, or conundrums. You can also get their perspectives on more general questions such as what motivates them and their peers to put effort into courses, or how you might more intentionally collaborate with your students. During this session, student consultants will be available for individual consultations on a first come, first served basis.
Gallery 2:00-2:45 pm	**The Counterpoint Seminar—Collaborative Preparation for Future K-12 Teachers: Past and Future**
	Victor Luftig, Professor and Director, Center for the Liberal Arts; Amanda Kibler, Associate Professor, Curriculum, Instruction, and Special Education; Natasha Heny, Assistant Professor, Curriculum, Instruction, and Special Education
	For nearly 15 years, Counterpoint Seminars in English, American History, and Physics have brought together instructors from the Curry School of Education and the College of Arts and Sciences to allow K-12 teachers-in-training to reflect on how to teach children about materials and subjects they have studied in the College. Such collaboration is rare, but this course has been highly successful. Nevertheless, there are now reasons to reconsider aspects of this collaborative model. To this end we are inviting past and present instructors in the courses, past and present students in the courses (including those who are now teaching in K-12 schools), and all those interested in such a cross-school collaboration to join us in re-examining the model, particularly in its application to English. Though we'll begin by providing a little background, and we welcome the perspective of those not involved in the course collaboration, this is different from other Summit sessions in that it is a working, problem-solving session devoted to addressing specific challenges facing the course in the near future.

TWEET:
Share your experience by using the Summit's Twitter hashtag:
#UVATeach
Follow the CTE **@cte_uva**

ASSESS:
Share what you learned from participating in the Summit by completing the assessment.