INNOVATION IN PEDAGOGY SUMMIT

MAKING LEARNING VISIBLE

The Innovation in Pedagogy Summit is a collaboration between the Center for Teaching Excellence, the College and Graduate School of Arts & Sciences, and the Curry School of Education and sponsored by the **Office of the Executive Vice President & Provost**.

UNIVERSITY of VIRGINIA

2016

WELCOME

Dear Colleagues,
Welcome to the University of Virginia's 4th Annual Innovation in Pedagogy Summit!

The 2016 Summit is a collaboration between the Center for Teaching Excellence, the College and Graduate School of Arts & Sciences, and the Curry School of Education and sponsored by the Office of the Executive Vice President & Provost.

We are excited to bring together faculty, staff, and students from across UVa and the Commonwealth to engage in conversations about excellence in teaching and learning. We welcome you to explore what is possible and see how instructors are innovating their classrooms. We trust that the day's conversations will enlighten, inspire, and challenge instructors of any status, rank, or discipline.

This year's theme is "Making Learning Visible." In the plenary session, photographer and educator, Martin Springborg, will make learning visible through an ongoing, national photographic essay on teaching and learning in higher education. In 21 outstanding breakout sessions, presenters from across the University and the Commonwealth will share innovative approaches to engage students and foster learning. A number of these sessions will involve collaborative presentations among instructors, graduate students, and/or undergraduate students.

Thank you for participating!

2016 Innovation in Pedagogy Summit Advisory Board: *in alphabetical order*
Dorothe Bach, Associate Director and Associate Professor, Center for Teaching Excellence
Karen Connors, Postdoctoral Research Associate, 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
Rusty Smith, Program and Logistics Coordinator, Center for Teaching Excellence
Juliet Trail, Special Assistant to the Dean & Director of Assessment, College of Arts & Sciences
Iris Waguespack, Program and Logistics Coordinator, Center for Teaching Excellence

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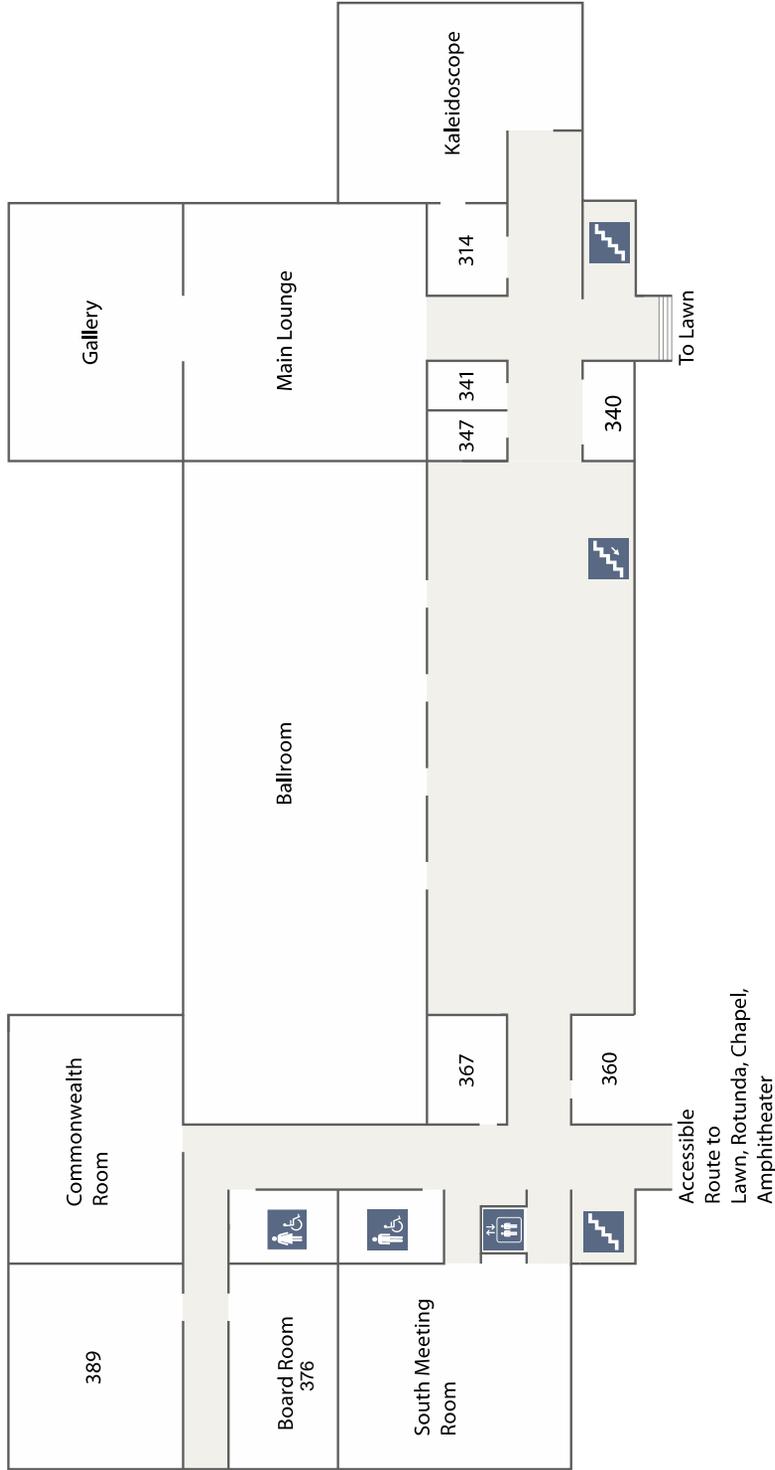|	
8:30 – 9:00am	Registration *3rd Floor Lobby*
9:00 – 9:10am	Welcome Tom Katsouleas, UVa Executive Vice President and Provost *Ballroom*
9:15 – 10:30am	Plenary Session Martin Springborg and UVa Faculty *Ballroom*
10:30 – 10:45am	Break
10:45 – 11:30am	Concurrent Session A *Assigned Breakout Rooms*
11:30am – 12:15pm	Lunch *Ballroom*
12:15 – 1:00pm	Concurrent Session B *Assigned Breakout Rooms*
1:00 – 1:15pm	Break
1:15 – 2:00pm	Concurrent Session C *Assigned Breakout Rooms*

We thank the following individuals for reviewing session proposals and helping us select high-quality breakout sessions. Thank you!

Yitna Firdyiwek
Gail Hunger
David Kittlesen
Jennifer LaFleur
Aidan Landen
Hsin Hsin Liang
Blair McAvoy

Aditya Narayan
Michael Palmer
Nicole Pankiewicz
Rip Verkerke
Daniel Willingham
Elizabeth Wittner

3
LEVEL

Kaleidoscope

314

Gallery

Main Lounge

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

PLENARY SESSION

Making Our Work Visible:
Photography as a Catalyst for Learning and Change

Martin Springborg
Faculty, Minnesota State Colleges and Universities System

with UVa Faculty
Stephanie Doctor, Music
Tolu Odumosu, Science, Technology, and Society
Daniel Player, Public Policy
Lindsay Wheeler, Chemistry

The still photograph has played a pivotal role in shaping our country and culture. Static images, giving us the ability to contemplate to no end any one moment in time, have changed our understanding of war, served as instruments of persuasion in the establishment of our national parks system and have helped us realize how much we have in common with every human being on the planet.
What role can photography play in capturing the essence of teaching and learning in higher education? How could we use still images to make our work accessible and communicate visually what we do and value—to one another, as well as to external stakeholders and the general public?

In his keynote address, photographer and educator Martin Springborg will present and discuss photographs taken recently at UVa as part of an ongoing, national photographic essay on teaching and learning in higher education. Select faculty featured in these photographs will share their reflections on the images and what they tell us about their pedagogical approach. Attendees will learn ways in which they can use photographs to document and communicate about their own work, as well as exchange ideas for incorporating photographs—and the making of photographs—in their teaching practice.

Mr. Springborg teaches photography and art history and works in the field of educational development. Related to this work, he currently serves as chair of the Professional and Organizational Development (POD) Network in Higher Education's Professional Development Committee. Image samples from his project Teaching and Learning and others can be viewed at **www.springborgphoto.com**. When he's not making photographs, teaching or writing about teaching, Martin enjoys fly-fishing in Minnesota lakes and rivers.

Location	Session Information
Ballroom *10:45–11:30am*	*Creating Syllabi for Courses Students Will Love to Take*
	Michael Palmer and Lindsay Wheeler
	Would you like to increase student motivation? How about engagement? Would you like students to discover the value of your course, recognize the knowledge and skills they will learn, or understand how an expert approaches your discipline? What if you could do all these things before your students ever set foot in the classroom? Recent research from the Center for Teaching Excellence suggests that relatively simple changes to your syllabus can do all these things—and more! In this interactive session, you'll explore 1) the differences between traditional and learning-focused syllabi and 2) a CTE-developed rubric to qualify and quantify the differences.
Commonwealth *10:45–11:30am*	*Making Our Intellectual Journeys Visible: Practical Strategies and Tools*
	Enoch Hale
	This session positions participants to develop a broader and deeper understanding of various instructional methods and digital tools that make the implicit explicit for the purpose of developing intellectually. In doing so, we will explore, practice and contextualize ways to challenge students to think more critically: to engage in metacognitive reflection, to begin to think within the logic of the field, to develop a mindful and strategic appreciation for thinking through different points of view, and to begin to construct one's intellectual narrative. When we make our thinking visible, we are in a better position to learn deeply within and across disciplines.
Kaleidoscope *10:45–11:30am*	*Ouroboros are Us; Aligning Personal and Professional Reflecting Writing*
	John Alexander
	Reflective writing benefits both my students and me. Because all of my students' reflective writing is public for the class, we create an extraordinarily mindful and engaged learning community. In turn, because my students permit me to cite their writing in my academic writing, this further reflection fuels my professional writing as I analyze and improve my teaching. This creates a virtuous circle; when my students eagerly read my publications which aids their further meaning making. This virtuous circle evokes the ouroboros, the ancient symbol of the serpent devouring it's tail. The symbol and our process promote self-reflectivity and re-creation.
South Meeting *10:45–11:30am*	*Teaching Without Lecturing*
	Linda Columbus, Gail Hunger, and Carol Price
	This workshop will demonstrate through examples and activities how students can engage in learning through activity. Immediate feedback assessment technique will be coupled with problem-based learning as an example of student engagement. Activities during the session will help participants learn how to develop and administer these methods in the classroom. A short video will show how the activities work in a classroom of approximately 70 students.

Location	Session Information
Gallery 10:45–11:30am	*Targeted Homework Assignments to Create Meaningful In-Class Interactions*
	Julia Halterman and Tareq Yousef
	Targeted homework assignments can be crafted to assist students in preparing for meaningful in-class interactions. In a graduate Human Anatomy course at Eastern Mennonite University, students are instructed to complete assignments by generating original, creative resources that fit their individual learning style. Presenters will describe how targeted assignments can be created, will demonstrate how class time can be structured so students display what they've learned, and will introduce a unique 3-part method of testing that can further enhance student interaction with the material. These pedagogical tools can be used in any course, regardless of class size or subject matter.
Room 389 10:45–11:30am	*Reconstructing History: A Hands-On Exploration of the UVa Rotunda's Domes*
	Benjamin Hays, Xi Han, Anna Friedrich, Mohamed Ismail, and Kenta Tokushige
	The History of American Building Technology (ARH 5500) course examines advancements in building technology from the early modern era through a variety of means. Part of this year's course is a "Dome Workshop," which explores two methods of dome construction that were implemented on the UVa Rotunda. Scale models of the Jefferson-designed Delorme dome (1826), and the Guastavino tile replacement (1897) are being constructed this semester by students. The proposed session will give an overview of these processes from preparation to implementation and construction, presenting the finished product and the artifacts of their creation.
Boardroom 10:45–11:30am	*Resident Educator Simulation Workshop*
	Allison Bechtel, Vaia Abatzis, John Kwock, and Keith Littlewood
	Excellence in undergraduate medical education depends on quality instruction during clinical rotations so that medical students can expand their classroom knowledge base to develop into doctors of medicine. Residents are responsible for educating medical students during their clinical rotations, but have no training as educators after graduation from medical school. Residents need to learn how to teach effectively in order to enhance the educational experience for medical students. Our innovative Resident Educator Simulation Workshop is designed to prepare residents to be educators in a variety of clinical scenarios with a focus on teaching preparation, teaching performance, and feedback.

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Location	Session Information
Ballroom *12:15–1:00pm*	*Significant Learning Approaches in a Mid-size STEM Intro Course*
	Jerry Floro
	This session will illustrate how to combine both active and significant learning experiences. This session will be run as a microcosm of my course in the Engineering school, Intro to Materials, which has a typical enrollment of 75 first years. My session will incorporate warmups, a team-based guided inquiry, and concept-checks. I will emphasize key elements of Significant Learning throughout. Points for open discussion will include practical issues surrounding team-based learning, and the tensions between assessment and grade fear.
Commonwealth *12:15–1:00pm*	*Your Inclusive Syllabus: Making What's Hidden Visible*
	Andreas Broscheid and Ed Brantmeier
	This workshop asks to what extent syllabi can communicate values of diversity and inclusion and set the stage for truly inclusive courses. Participants are asked to bring their own syllabi and will have the opportunity to review and change them to foster inclusive teaching practices, using elements of a rubric developed for that purpose. (The facilitators will provide example syllabi for those who do not bring their own.) Inclusion by Design Survey Your Syllabus_Brantmeier Broscheid Moore
Kaleidoscope *12:15–1:00pm*	*Student-Faculty Partnerships: Co-creating the Future of Higher Education*
	Stephanie Doktor, Dorothe Bach, Keaton Wadzinski, Blair McAvoy, and Jared Jones
	In this session, participants will explore the transformational power of student-faculty partnerships through an interactive, design thinking activity facilitated by trained student consultants. The facilitators will briefly introduce the concept and research and share examples of successful student-faculty partnerships in higher education. The majority of the session will be spent engaging in a collaborative exercise in which faculty and invited student participants develop ways to co-create learning experiences. At the end of the session, faculty will consider how they may engage their own students as partners in teaching and learning.
South Meeting *12:15–1:00pm*	*Contemplative Practices In The Classroom*
	Jason Jones and Sandy Seidel
	Body scans and breathing exercises are two contemplative practices that have been found through empirical analysis to have physical, mental, and emotional benefits. By incorporating contemplation into daily classroom experiences, instructors are not just establishing the conditions for a positive classroom but also teaching students skills to improve attention, self-awareness, and stress and anxiety management. In turn, this fosters a more engaged and compassionate academic environment conducive to learning. Participants in this session will learn how to conduct both exercises and discover how embodied practices make learning visible.

CONCURRENT SESSION B: 12:15 – 1:00pm

Location	Session Information
Gallery *12:15–1:00pm*	*Team Based Design of Science Laboratory*
	Maxim Bychkov and Gail Hunger
	Our main goal is to redesign the labs using a team based approach (Bass, 2012). We identified goals to increase success of the labs through assessments and focus group activities with students: a) the labs themselves (inquiry vs. prescription); b) personnel that teach the lab (adequate investment and interest in the process of teaching, adequate understanding of the pedagogy involved, adequate subject training); c) types of experiences students have before, during, and after the lab; potential alignment between the lecture and other science courses; d) incorporating mathematical connections and physics misconceptions in preparation for each lab; e) disproportional weight of the "high stakes" assignments on final grade and need for some formative assessments.
Room 389 *12:15–1:00pm*	*Making Learning Visible Through Service- and Community-Learning*
	Laura Alexander and Kristopher Norris
	Service- and community-learning make learning visible, to students and the broader community, in numerous ways. In an interactive workshop, presenters will guide participants through the fundamentals of service- and community-learning as pedagogical practices. We will discuss service- and community-learning as aspects of learner-centered courses, asking how service- and community-learning can fit with courses' learning goals, how projects can be implemented, and how learning can be assessed. Participants will have multiple opportunities for dialogue, and we will close with a collaborative, reflective exercise in which participants will begin designing a service-learning project for a course.
Boardroom *12:15–1:00pm*	*Changing Learners' Lives: Stories from the Front Lines of Online Education*
	Kimberley Barker and Kristin Palmer
	In October 2015, I launched a massive open online course (MOOC) called Personal Branding. My work with personal branding is well-known at the University of Virginia, and I decided to package the content online and publish it with Coursera. This journey started in the summer of 2015 and continues today. Every week I am touched by the personal stories of learners around the world that have engaged with my content and literally changed their lives. This presentation will walk through my course development and publication to the Coursera platform along with stories from different learners around the globe.

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Location	Session Information
Ballroom *1:15–2:00pm*	*Assessing STEM Learning with Visual Simulation-Building Tasks*
	Joe Garofalo and Kim Corum
	We will demonstrate a number of sample tasks we have used in courses and projects to assess students' understanding of mathematics and physics concepts. These tasks ask students to build simple simulations to provide dynamic visual representations of mathematical ideas. Students learn both content and technology features in the process of creating these simulations. Furthermore our students have used their simulations in helping others learn.
Commonwealth *1:15–2:00pm*	*UVa Grounds as a Living Learning Lab for Sustainability Education*
	Phoebe Crisman, Andrea Trimble, Shantell Bingham, Artem Demchenko, Elise Watt, and Tatiana Sokolova
	Global Sustainability prepares 150 students each semester to understand, innovate and lead sustainability efforts. The course provides foundational knowledge and deepens student understanding through a Think Global/Act Local project. In partnership with the Office for Sustainability, Facilities Management, and the broader community, Prof. Crisman has created a learning model whereby student teams collaborate on real projects on grounds and beyond. During bi-weekly workshops, UVa faculty, staff, public partners and students design and implement meaningful sustainability initiatives. Together they learn, advance the UVa Sustainability Plan, and improve the Charlottesville community.
Kaleidoscope *1:15–2:00pm*	*Teaching Large Classes in Statistics Using Active Learning Spaces*
	Gail Hunger, Maria Ferrara, Jessica Curran, and Maria Tackett
	Existing literature on learning spaces suggests design features impact teaching and learning (Brown & Long, 2006; Chism & Bickford, 2002; Chism, 2006; Lomas & Oblinger, 2006; Oblinger, 2006). A meta-analysis of over 200 studies shows that active learning leads to increases in examination performance that would raise average grades by a half a letter, and that failure rates under traditional lecturing increase by 55% over the rates observed under active learning (Freeman, S. et.al, (2014). This panel of statistics faculty will discuss student impacts for teaching and learning in an active learning space.
South Meeting *1:15–2:00pm*	*Writing as Learning: Advice from the Writing Center*
	Kate Kostelnik and Kelli Shermeyer
	Using practices developed and honed in UVa's Writing Center, our session will present strategies for working with students on their writing in class--through generative exercises and assignments that scaffold larger projects--and one-on-one teaching during office hours. Our presentation addresses the way that approaching writing as a process for thinking and learning can support learning goals across the curriculum.

Location	Session Information
Gallery *1:15–2:00pm*	*Supporting TAs: Making Learning about Teaching Visible*
	Charlie Clark and Lindsay Wheeler
	Teaching assistants (TAs) are integral for any laboratory or large lecture course, but we must remember that TAs are students too! In this session we will focus on making learning about teaching visible to our TAs. We will present some aspects of our TA training program for our inquiry-based general chemistry labs, engage participants in activities that promote TAs to implement active learning strategies with their students, and offer resources to augment any current TA training instructors use.
Room 389 *1:15–2:00pm* **Attendees are encouraged to bring a laptop to this session*	*A Breadth-First Approach in Engineering Education*
	Harry Powell, Lloyd Harriott, Jacob Saltzman, and Arthur Pommersheim
	The breadth of topic material in all branches of engineering is expanding at a rapid pace, none more so than in electrical and computer engineering. While an understanding of basic electrical principles is still necessary, it is equally imperative to give students a sense of breadth; in addition, a strong experiential component is also desirable in order to "connect the dots." We will present a sample of our interactive classroom approach in which we intersperse lectures with experiments that illustrate or expand upon the lecture and encourage an experiential classroom.
Boardroom *1:15–2:00pm*	*Experiential Learning with Impact*
	Jeff Boichuk
	This session will recap lessons learned from a new course in the McIntire School of Commerce, titled *Creating Value in B2B Markets*. With the tenets of experiential learning as its foundation, the course gives students ample opportunity to apply the theory covered in lecture in practice. Professor Jeff Boichuk and one or more of his students will discuss how they came together to orchestrate an event at The Boar's Head Inn called Impact and learned a great deal about creating value in business along the way.

~~CANCELLED~~

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NOTES