

Professional Development Workshops

Classroom Methods

Supporting Students' Academic Success: Helping Students Stay, Succeed, Thrive, and Graduate

Ann Amicucci, Sean Dean, Abby Ferber, Sandy Ho, Amy Klocko, Karin Larkin, Janel Owens, Andrew Subudhi

This workshop will engage faculty in discussion of strategies for supporting students' academic success. We will introduce faculty to strategies they may not have yet considered for ensuring students stay at UCCS and continue on their degree paths. The workshop will be led by faculty from a range of disciplines. We will begin with opening remarks during which each presenter will briefly share strategies they use in their teaching to support students. Such strategies include ways to increase student use of office hours, build community among students in the classroom, and ensure students take advantage of Excel Centers and other academic resources on campus. Following these remarks, workshop attendees will choose one of four break-out discussion groups to join, focused on supporting students the specific contexts of: Large Classes, Online, Competitive Degree Programs, and GPS. In these break-out groups, workshop leaders will facilitate discussion on teaching in specific contexts. In these discussion groups, attendees will be encouraged to share the challenges they face in their own teaching contexts and to discuss ways of approaching these challenges to promote students' academic success.

Diversity and Inclusion

Teaching Diversity and Inclusion using the Story Behind Hidden Figures: An Interactive Workshop

Bill McLagan, Jazzmyn Boykins, Lynnane George

This workshop will provide an interactive environment in which a faculty member and student will demonstrate an innovative method for teaching diversity and inclusion based on the story behind the Hidden Figures book and movie. This work was performed under a Diversity and Inclusive Excellence Grant to develop a teaching block for MAE 1503, a freshman Introduction to Engineering Design course, as part of the Compass Curriculum Inclusiveness focus area. Hidden Figures describes the life story of several minority women mathematicians and orbit analysts who were key players in the early days of the space program. It was chosen as an engaging means of initiating freshman engineering student discussion on the topics of diversity and inclusion. It is targeted towards increasing recognition that women and minorities have had to overcome many unique challenges to break into the STEM fields and that these career fields are still not representative of society. The lesson plan includes investigating the changes that took place between early stages of the space race and today's workforce. While there are many success stories where women and minorities are recognized leaders in STEM fields, it is also designed to highlight the fact that society still has a long way to go to provide equal opportunities to all. This scenario-based learning will increase students' understanding of some of the issues facing minorities in STEM fields as well discuss how to create a more inclusive environment for people of all backgrounds.

Instructional Technology

Interactive Student Learning Using Poll Everywhere

Samantha Hollister, Esther Lamidi

Poll Everywhere is a free, audience engagement software that can be used with students in a variety of different class types. This web-based programs allows students to engage interactively using text messages or the web. Professors and instructors can prepare a variety of different questions, surveys, and activities and students are able to participate anonymously during class. We propose to present the various possibilities of this software to the audience and also demonstrate how to prepare and present the different questions, surveys, and activities. We will need access to a computer and projector and expect this to take approximately 45 minutes.

Promising Emergent Instructional Technologies for Online Education

Roger Martinez

Each year teaching professors are presented with a new array of technologies, tools, and processes meant to enhance the faculty-to-student online learning experience. What is not clear to many of us is why and how we might incorporate these resources into our specific UCCS Canvas course shells-Microsoft Outlook sharing tools. In this session, we will first discuss common and pervasive limitations of the online environment in respect to the traditional in-person classroom. Subsequently we will evaluate why and how several promising instructional technologies can mitigate these teaching challenges. Lastly, we will preview three custom-built implementations of online tools that can be imported into faculty course shells.

Tools to enhance student learning and interaction

Kylie Swanson, Kathy Randolph

This interactive session will review tools available free online to support classroom and online learning. We will provide examples of how we have used them in our courses, and the instant data output that accompanies many of these tools, as well as course integration with Canvas. A few of the tools we will highlight include Kahoot, FlipGrid, Plickers, Seesaw, and many others. Tools that can support classroom and online teaching will be included. These tools can be implemented in online and in-person classes immediately.

Planning for Teaching and Learning

All the Rage! Open Educational Resources!

Ben Harnke, Ellen Metter

Last year UCCS was a state Open Educational Resources (OER) grant recipient, paving the way for exciting OER growth on campus. You may have heard the rumblings that textbooks are on the decline and open educational resources (OER) are increasingly used, more available, and shown to be equivalent or better when it comes to influencing student retention and success. All the fuss is real! Come to this session to learn OER discovery strategies and basic copyright/Creative Commons licensing concepts including: How can you tell if you can freely use or adapt material you find? How can you pinpoint open materials? Is it worth it? There will be time for questions and sharing insights. This session should be useful to faculty investigating whether OER is right for them, as well as instructional designers/technologists, librarians, and any other educational partners who support teaching success.

Encouraging Meaningful Feedback in Peer Review Sessions

Michelle Neely, Matthew Balk

One of the critical components of UCCS's "Writing Intensive" courses is that faculty require a feedback/revision cycle on at least one writing assignment. Many faculty build peer review into their courses in order to provide this feedback, but it can be sometimes be difficult to tell if it has been successful and/or useful to students. There are other questions to consider, such as: What does research about peer review tell us about its value to students? How can we implement peer review in meaningful ways to support students' learning? How can we develop stronger peer review guidelines that help student provide more useful feedback? In order to address these questions, our presentation will provide an overview of scholarship about peer review. Then we will discuss implications for practice and provide sample peer review approaches, including ways to support the "logistics" of peer review within both online (Canvas and Microsoft Teams) and traditional classroom settings. Attendees will be invited to consider how to revise or implement peer review in support of one of their course assignments. This will include workshop time for developing peer review guides, deciding how to integrate peer review into the course syllabus, and determining the best format for peers to review one another's writing.

Teaching Adaptability

Melonie McMichael

Our students will be expected to adapt in many ways once they reach the workforce: new technologies, changing cultural landscapes, changing political spheres, changing social norms, new ways of interacting with the world, and more. What we teach them now may be outdated within just a few years. We can combat this phenomenon with just an adjustment of perspective and approach. We can combat it by teaching them how to be adaptable. Taking lessons from years of teaching students technological adaptability, in this workshop we will explore approaches that promote adaptability: developing appropriate exercises, teaching sub-skills, and encouraging self-instruction.

Telling your Teaching Story: Mentoring NTTF in Writing a Strong Self-Evaluation

Laura Austin-Eurich, Ann Amicucci

Annual faculty evaluations provide the opportunity to share and promote our strengths and teachers and to reflect critically on those areas of teaching we wish to improve. In this workshop, we'll explain how the faculty evaluation process works and demystify the work of the Dean's Instructor Review Committee in the College of LAS. We'll share strategies for strengthening teaching that translate to stronger student evaluations and will discuss ways to write a clear, strong self-evaluation narrative. Finally, this workshop will connect new or newer NTTF with senior NTTF in mentoring relationships, and we'll discuss questions that arise from attendings about annual evaluations.

Teaching and Learning Outside the Classroom

Attending to Student Wellness Needs In and Outside of the Classroom

David Fehring, Katie Gordon, Holly Murdock

Student wellness is an increasingly hot topic on college campuses. This presentation will give attendees insights to UCCS student behavior and trends, based off a 2019 needs assessment survey and supplementary focus groups. In addition, attendees will learn wellness practices that can translate to a classroom setting, as well as how to address mental health concerns with students and connect them with campus resources with appropriate.

Building Mentor Networks for Instructors & Lecturers

Michael Larkin

Sponsored by the Non-Tenure Track Faculty Committee (NTTFC), this interactive professional development session will offer a networking opportunity for all levels of lecturers and instructors across the UCCS campus. This session will briefly present some of the work the NTTFC has been focusing on over the past year, as well as open discussion on issues and concerns we have as Non-Tenure Track faculty on campus. We will end this session with a discussion on the Mentoring Network we are attempting to create, and hopefully carry over into a social event after the session. All Lecturers and Instructors are encouraged to participate.

Finding the “Why”: Encouraging Lifelong Learning in Students

Lauren Rundell, Valerie McClinton, Meghan Stidd

It important for faculty and staff to work together to inspire learning, provide resources, and offer support to students as they navigate their way through the world of higher education. Inside and outside of the classroom, students can struggle to connect the “why” of what they are learning with their real-world goals and objectives. Furthermore, it is equally difficult to understand the University processes and procedures that must be properly navigated for students to graduate. With many of today’s students wanting the quickest and most efficient path between matriculation and their future career, it can be challenging to instill the value of becoming a lifelong learner – knowledge for knowledge’s sake. This session will facilitate a discussion between faculty and staff to identify constructive methods to support students and each other as we work together to ensure student success. This session will be engaging, interactive, and collaborative. Attendees will leave with practical applications they may implement within their departments.

Positive Mentorship for Undergraduate and Graduate Students: Concepts, Principles, Strategies

Benek Altayli, Beth Daniels

Student engagement on campus; a sense of belonging to various departments, programs, individuals, and the campus/school; and having a sense of purpose and meaning for the field of study, associated tasks and activities, and educational goals have been repeatedly shown to make a significant impact on academic performance and persistence. In this workshop, the goal is to introduce the audience to concepts related to positive mentorship, examine factors that are common and different for undergraduate and graduate students, and discuss principles and strategies for developing effective positive mentorship relationships with each population. Finally, the attendees will have an opportunity to examine their own programs/labs considering the discussion, to identify areas of strength to be reinforced and areas of growth to ponder and perhaps modify.

Teaching social-emotional learning through experiential activities

Rhonda Williams, Eric Pizana

Although 98 percent of educators believe social-emotional learning is a priority in education, most feel ill-equipped to effectively facilitate this type of teaching. This experiential session will introduce a variety of group activities, and a method of processing each activity which can be replicated in their own classes. The facilitation strategies experienced by participants in this session are designed to help empower students in a group setting. Research shows that when students practice new positive behaviors learned in an experiential manner, they are better able to apply the newly acquired social/emotional learning skills into their daily lives.

Write like a Veteran: The Veterans Writing Community

DeLyn Martineau, Andrew LaBasi

Since December of 2018, UCCS student-veterans have been connecting with one another to create a community centered around writing and publishing their work. With such a high military affiliated population at our university (19 percent identified), veterans sometimes need extra support outside the rigors of academia. They have an added challenge when they begin classes at a university: not only must they learn new study, testing, and research skills, but they have conditions related to their service such as Traumatic Brain Injuries, attention deficits, cognitive and emotional problems, and Post-traumatic Stress Injuries that affect their daily lives. Helping student-veterans to connect through writing can not only help student-veterans process their experiences, but it can also help replace the

lost sense of brotherhood from which many veterans suffer. This has been the focus of the Veterans Writing Community. Our interactive professional development workshop will give instructors first-hand experience of one of the workshops in our Veterans Writing Workshop series.