Third Annual
Faculty Development Conference

Monday, January 7, 2013
McMurran Hall
Christopher Newport University

9:30 – 10:45 AM

Session 1: "Over dinner:" How we as Educators "see" Interdisciplinarity e.g. in the Environmental Studies initiative. *Russ Burke, William Donaldson, Nathan Harter, Ben Redekop, Lori Underwood* **McMurran 210**

> After making separate presentations last August that illustrated thinking holistically within their fields of study, the panelists then gathered over dinner to talk across the disciplines. How might that be done? What would it look like? The recent Environmental Studies initiative served as a catalyst for their conversation – a conversation they would like to share with interested faculty. In philosophy, Dr. Underwood had examined Immanuel Kant's "cosmopolitan ideal." Professor Donaldson had explained using systems thinking. Dr. Redekop was developing a new course in Leadership for Sustainability. And Dr. Burke promoted the idea of interdisciplinarity as a foundation for Environmental Studies.

Session 2: Technology and Pedagogy I. **McMurran 212**

"3D Timelines in the Classroom: Visualizing the Syllabus, using History, and Integrating Multimedia." *Andrew Bibby*

"The Documentarian Impulse: The Rewards and Pitfalls of Assigning Student-Produced Film Projects." *Chris Loy*

> The basic tools of documentary production have never been more accessible and institutional support for the technologies and techniques of video production has been growing in recent years. In this presentation, I reflect on my use of film assignments in various courses and, drawing from my mistakes and my students' accomplishments, make suggestions for creating robust research assignments that use film as the primary medium to communicate results. Through careful attention to research design, narrative, scenes, stills, transitions, interviews, and graphics, students can create compelling research projects while developing competency in a different communicative medium.

Session 3: Supporting Faculty Beyond the Classroom. **McMurran 216**

"Supporting Career Development in the Classroom." *Libby Westley, Center for Career Planning*

"Developing a Service Learning Activity." *Elizabeth Gagnon, Center for Community Engagement*

"Changes to the NSF Proposal Guidelines." *Anne Pascucci, Office of Sponsored Programs*

11:00 AM – 12:15 PM

<u>Session 1: Internationalizing the Curriculum</u> **McMurran 210**

"Local Issues in Global Context: Bringing Research into the Classroom and the Classroom into the Field." *John Finn*

> In our increasingly interdependent world, we are ever more connected to the economic shocks, political upheavals, cultural revolutions, and environmental disasters of seemingly distant places. One of the central objectives of geography in education is to help students achieve higher levels of both global and local geo-literacy. In this presentation I'll outline my efforts to promote geo-literacy through bridging geographical and academic scales by bringing research into the classroom, and the classroom into the field. My hope is that a considerable localized focus, taken in a global context, will encourage students to critically evaluate our "place" in a globalizing world.

"The Business and Management Course of the International Baccalaureate." *Robert Pierce*

> One curriculum that was effectively internationalized was that of IB Business and Management. Instead of changing the published curriculum of the course, the senior assessment team modified the stimulus material through which students' knowledge of the curriculum is assessed. This influenced teachers' instruction and students' learning. Students acquire knowledge that raises awareness of international contexts and trans-national forces. The students are free, however, to judge the merits of an international perspective. The example of IB Business and Management illustrates many challenges when internationalizing curricula but also several strategies for doing so – strategies that can work for K-12 curricula as well as at the university level.

"Digging into Classics: Archaeological Field Schools." *Rosa Motta.*

> Classical archaeological projects run international archaeological field schools that foster undergraduate research. Students coming to a particular site from different universities work and study daily with scholars from universities around the world and are moved from the role of students to that of archaeologists and fellow researchers. CNU students participating in classical archaeological field schools in Italy, Israel, and the UK have benefitted immensely from exposure to such international academic environments.

<u>Session 2: Weighted Grading Using the Scholar Grade Center.</u> *David Underwood* **McMurran 212**

> This presentation covers the key aspects of setting up the Blackboard Grade Center for a course utilizing weighted grading. Specific techniques covered include using categories, dropping grades, creating columns, setting up the weighted column and removing and reordering columns. The presentation will also cover how the students see their grades.

<u>Session 3: Interpreting IDEA Results</u>. *Marion Manton and Jason Hart* **McMurran 216 (This session will be repeated at 1:00.)**

> When you receive your IDEA reports, how can you make sense of all the data? Members of the IDEA Task Force will lead a workshop on how best to interpret the results from the fall 2012 IDEA survey.

12:15 – 12:45   **SNACKS PROVIDED BY THE PROVOST**

                              Rotunda, McMurran Hall, Second Floor

1:00 – 2:15

Session 1: Undergraduate Research at CNU: What Is Going On and What Could Be?
Grace Godwin, Margarita Marinova, Noah Schwartz, Lynn Shollen, Stephanie Valutis
McMurran 210

> This interactive roundtable discussion led by members of the Undergraduate and Graduate Research Council (UGRC) is designed to enhance understanding of current opportunities that support undergraduate research at CNU, and foster discussion about ways in which faculty are engaging – or could engage – undergraduate students in research across the disciplines.

Session 2: The Canvas Course Management System: An ATAC Town Hall Meeting.
Amy Baird, Matt Hettche, Dawn Hutchinson, Terry Lee, Shannon Phillips, Danielle Stern, David Underwood **McMurran 212**

> In this open forum, the members of the Academic Technology Advisory Committee, along with IT Services staff, will introduce Canvas, a cloud-based CMS. We will demonstrate some of the unique features of Canvas, such as integrated speed grading, social media notifications, and course content transfers. We will also address any concerns as we consider a possible switch from Blackboard. A Canvas representative will also be available to answer questions.

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2:30 – 3:45

Session 1: Responsible Conduct in Research at CNU: Getting Started and Finding Your Way.
Russell Burke, Elizabeth Jelinek, Anne Pascucci, Noah Schwartz, Drew Velkey **McMurran 210**

> This panel will introduce the Faculty Ambassadors for the Responsible Conduct in Research, a group organized by the Office of Sponsored Programs. Ambassadors will discuss the unique ethical concerns involved with scholarship and teaching, and raise awareness of the myriad resources at CNU that are available to help faculty effectively navigate through these issues. Topics include ensuring ethical compliance when working with animals or human volunteers, understanding the ethics of teaching and mentorship, and promoting best practices as we continue to grow as an academic institution and a community of scholars, both faculty and student.

Session 2: Technology and Pedagogy II. **McMurran 212**

"Using Blackboard to Coordinate Large Courses, and to Instruct and Test Students."
Denise Tombolato-Terzić

> A laboratory course totaling approximately 250 students in the fall of 2012 was offered in multiple sections, thus requiring various instructors. Blackboard allowed for homogeneous release of reading material for all sections offered, and the ability to efficiently convey information to all instructors through the use of videos. Additionally, the course took advantage of the possibility of offering online tests. Electronic testing often translated into instant feedback, much appreciated by the students. It also allowed more flexibility for the students to learn the material at their own pace. Advantages and disadvantages of the non-confinement to the classroom for test-taking will be discussed.

"Using Advanced Adaptive Release with Blackboard Tests." *David Underwood*

> Sometimes certain students just have to take that on-line quiz at a different time. If you want to control release of a Blackboard item so that different students can see the item for distinct periods of time the method to use is Advanced Adaptive Release. This brief presentation demonstrates exactly how to set up 'Rules' and 'Criteria' for that circumstance.

Session 3: The "Big Ideas:" Teaching the Liberal Arts **McMurran 216**

"Literature as a Catalyst for Learning Science." *Geoffrey C. Klein*

> Science, by its very nature, can intimidate many students. Faculty can utilized numerous pedagogical tools to expose students to the sometimes difficult scientific concepts. This presentation will detail the use of literature as a means to catalyze student learning in a freshman Honors seminar course. I will discuss the use of novels and other case studies as a means to introduce students to the scientific method and concepts such as cloning and climate change.

"Fostering Student Agency by Inviting Students Behind the Scholarly Veil" *Jessica Lynam*

> A fundamental disconnect between student and faculty perception about what should and does take place in the college classroom can cause students to perceive themselves as unqualified to undertake critical interpretation of literary texts and big ideas. I will articulate several concrete strategies I have implemented in order to foster student-centered learning in my language classroom, where students come to perceive themselves as co-creators of their classes and active contributors to their discipline through structured in-class presentations, staged writing assignments, and the "writerly" reading of literature.

"What does it mean to be Liberal? Why the Scholarship on Montesquieu Matters." *Andrew Bibby*