

CTE Events: Spring 2019

LUNCH AND LEARN EVENTS

Learning and Serving in the "Real World": Reflections from Service-Learning Faculty Fellows

Date: Thursday, January 17th at 12:15 p.m.

Instructional Theme: Pedagogy, Diversity & Inclusion

Facilitator: [Lesley Graybeal](#)

Description: Join Lesley Graybeal, Director of Service-Learning, to learn what makes service-learning a unique and effective form of experiential learning, including best practices and campus resources available for partnership development, risk management, and assessment of service-learning outcomes. Recent Service-Learning Faculty Fellows Sunny Styles-Foster (Teaching & Learning) and Zach Smith (History) will provide their reflections and insights for faculty interested in learning more about service-learning pedagogy.

Quicksand or Concrete: Organizing for Successful Group Work

Date: Wednesday, January 30th at 12:00 p.m.

Instructional Theme: FYS, Pedagogy, Online Teaching, Diversity & Inclusion

Facilitator: [Candice Barnes](#)

Description: Organizing for group work takes a fair amount of planning beyond random student selection. It is essential to consider interdependence, group accountability, norms and expectations, and managing conflict, just to name a few elements. This presentation will provide a process and strategies to facilitate a collaborative culture for group work and a structure to organize effective groups.

The Power and Potential of Interprofessional Education (IPE)

Date: Tuesday, February 12th at 12:15 p.m.

Instructional Theme: Pedagogy

Facilitator: [Chad Lairamore](#)

Description: The ability to reciprocally work in interprofessional teams is essential for effective collaboration; however, students in higher education are often trained exclusively in silos. Join an interprofessional group of faculty for an active learning session where we will use a "liberating structure" (appreciative interviewing) to guide participants to a better understanding of what is essential for successful interprofessional team training and generate spontaneous momentum and insights for positive change at UCA.

Key Elements of an Inclusive Classroom: Climate, Curriculum, & Coaching

Date: Monday, February 25th at 12:00 p.m.

Instructional Theme: Pedagogy, Diversity & Inclusion

Facilitator: [Angela Webster](#)

Description: Together, we will engage in reflective activities that help us to create a welcoming classroom atmosphere; integrate diversity in the course content; and provide instruction with positive principles, language, and questions that honor and engage students' life aspirations. The session will highlight constructs such as assumptions, expectations, and fairness.

Experiential Learning Across the Disciplines Series: College of Liberal Arts

Date: Thursday, March 7th at 12:15 p.m.

Instructional Theme: Pedagogy, Online Teaching

Facilitator: [Amy Hawkins](#), [CLA Faculty Panel](#)

Description: Experiential learning includes a wide variety of pedagogical methods that involve students learning by doing and reflecting on their experiences (e.g., service-learning, internships, undergraduate research, etc.). Join the College of Liberal Arts as we feature innovative approaches to experiential learning among our CLA faculty colleagues. Ultimately, the purpose of this series is to highlight commonalities and experiential learning best practices across the disciplines at UCA.

Lived Experiences of UCA Students of Color

Date: Tuesday, March 26th at 12:15 p.m.

Instructional Theme: Pedagogy, Diversity & Inclusion

Facilitator: [Angela Webster](#)

Description: By interacting with a panel of historically underrepresented students and international students, we will gain insight about their unique challenges such as the UCA campus climate, classroom and curriculum dynamics, personal interactions with faculty, in addition to faculty expectations, and opportunities faculty provide. We will also hear from students how faculty can contribute to increased retention and graduation rates among the aforementioned student groups.

INSTRUCTIONAL WORKSHOPS

Dyslexia 101

Date: Monday, Jan. 28th at 1:00-2:00

Instructional Theme: Pedagogy, Online Teaching, Diversity & Inclusion

Facilitator: [Amy Thompson](#)

Description: One in five people have Dyslexia. That fact alone is astounding. How many Dyslexics

have you encountered and did not know it, or they did not know it? The state is placing a strong emphasis on early identification and intervention, but what about our college students? Some tell us more than we ever wanted to know. Some sit in silence. And suffer. And fail. This session will explore the basics of Dyslexia. What is it? What does it look like? How can I identify signs in the college classroom?

Strategies for Supporting First-Generation Students

Date: Tuesday, February 19th at xperiod (1:40-2:30)

Instructional Theme: FYS, Pedagogy, Online Teaching, Diversity & Inclusion

Facilitator: [Amy Baldwin](#)

Description: First-generation students have unique experiences and strengths that can affect their college success, and it is important that faculty build on those strengths to help first-generation students navigate the sometimes challenging journey from matriculation to graduation. This workshop provides participants with information about first-generation student characteristics as well as research-based for providing support that helps rather than hinders their progress.

Dyslexics in the College Classroom

Date: Monday, April 1st at 1:00-2:00

Instructional Theme: Pedagogy, Online Teaching, Diversity & Inclusion

Facilitator: [Amy Thompson](#)

Description: Armed with the ability to identify signs of Dyslexia, what do you do next? Identification is only the first step. The next step is to intervene. How does this apply to the college classroom? Intervention is not always providing small group instruction or teaching them how to read. Intervention encapsulates providing what is needed to ensure the content is comprehensible. This session will explore instructional delivery tips and ways to modify your assignments to help ensure you are reaching and accommodating all learners - even those who do not always tell us they need help.

Teaching Writing to First-Year Students: Part 1, Meeting Student Writers Where They Are

Date: Monday, February 25th at 2:00

Instructional Theme: Pedagogy, Online Teaching, FYS

Facilitator: [Jen Talbot](#)

Description: Part 1 of 2 introduces a few useful principles of teaching and assessing student writing, and connects them to UCA Core Rubric B. As a group, we will use sample papers illustrate how the criteria on the rubric show up in student writing. Through this conversation we will begin to develop a profile of a first-year writer: what we can expect them to know and be able to do, what skills that they are developing at this stage, and what expectations might need more scaffolding.

Teaching Writing to First-Year Students: Part 2, Beyond the Red Pen

Date: Monday, March 4th at 2:00

Instructional Theme: Pedagogy, Online Teaching, FYS

Facilitator: [Jen Talbot](#)

Description In part 2 of 2, we will delve into a variety of strategies for providing feedback to students through a combination of comments, grades, and rubrics. We will also look at best practices in developing assignments that transparently communicate the criteria for success. If you have a writing assignment you'd like to revise, please bring it for workshopping.

Mindset vs. Grit Workshop

Date: Tuesday, Mar. 12th at X-period (1:40-2:30)

Instructional Theme: FYS, Pedagogy, Diversity & Inclusion

Facilitator: [Victoria Groves-Scott](#)

Description You've heard a lot about mindset and grit, but have you stopped to ponder how those two concepts overlap, coexist, and/or represent something totally different? More importantly, how can we use what we know about mindset and grit to improve students' ability to take on difficult tasks and persevere. This workshop will discuss these topics along with a recognition that "grit with it" doesn't always work because some students are truly disadvantaged.

Teaching Portfolio Workshop

Dates: Wednesday, Mar. 13th from 9:00-11:00 a.m. *or* Thursday, Mar. 14th from 1:30-3:30 p.m.

Instructional Theme: Pedagogy, Online Teaching

Facilitator: [Patty Kohler-Evans](#)

Description: The Teaching Portfolio Workshop offers an opportunity to learn how to construct a portfolio to document one's teaching effectiveness. Writing and discussion exercises provide a starting point for the portfolio development process. This workshop will help faculty prepare the teaching portion of their advancement, promotion and/or tenure application.

LEARNING COMMUNITIES

Book Group - *Dare to Lead*

Dare to Lead by Brené Brown asks the critical question, "How do you cultivate braver, more daring leaders, and how do you embed the value of courage in your culture?" Through her grounded theory research, she has found that "daring leadership is a collection of skills and practices that are 100 percent teachable." Join the CTE's book discussion group as we navigate our way to daring leadership through learning to have tough conversations, rumbling with vulnerability, braving trust, and learning to rise.

Dates: Thursdays, 3:00-4:00 p.m. (Jan. 10 & 24, Feb. 7 & 21, March 7 & 28, April 11 & 25)

Facilitators: [Leah Horton](#)

Instructional Theme: Pedagogy, Online Teaching

Book Group - *Teaching Community*

Faculty interested in exploring what it means to contribute to the creation of Martin Luther King Jr.'s "beloved community" in turbulent social and political times are invited to join a book group discussing bell hooks' *Teaching Community*. Over four weeks, we'll use hooks' storytelling and autobiography to explore theories of oppression, identity, culture, and community and as a platform for discussing our own strategies for teaching and learning to transform society.

Dates: Mondays, 2:00-3:00 p.m. (Feb. 4, 11, 18 & 25)

Facilitators: [Lesley Graybeal](#)

Instructional Theme: Pedagogy, Diversity & Inclusion

Book Group - *What the Best College Teachers Do*

We all secretly want to be the best at what we do. But have we ever really explored how the best college teachers actually manage to be "the best"? Years of research on different campuses led to Ken Bain's award-winning book *What the Best College Teachers Do*. In the book, Bain provides insight into how the best college professors approach teaching and learning. From defining what "best" means to exploring how professors prepare to teach to describing how they use assessment of their students and themselves, this book will change how you see yourself as a faculty member.

Dates: Wednesdays, 12:00-1:00 p.m. (Jan. 23, Feb. 6 & 20, Mar. 6 & 27, Apr. 10 & 24)

Facilitators: [Amy Baldwin](#)

Instructional Theme: FYS, Pedagogy, Online Teaching

New Faculty Learning Community

Are you in your first or second year of teaching at UCA? If so, this learning community is for you! Gather with other new UCA instructors to begin building a support network and resources to support your success under the guidance of a seasoned professional, Dr. Patricia Kohler-Evans, Professor of Elementary, Literacy, and Special Education and Director of the Mashburn Center of Learning. Meetings are held in Torreyson West 319.

Dates: Mondays, 2:00-3:00 p.m. (Feb. 4 & 18, March 4 & 25, April 8 & 22)

Facilitator: [Patty Kohler-Evans](#)

Instructional Theme: Pedagogy, Online Teaching

Scholarship of Teaching and Learning (SoTL) Community

National efforts to improve student learning outcomes continue to prompt a variety of challenging questions. One question in particular that many institutions like UCA seek to answer is what teaching and learning methods work best to increase student success in gateway courses? Join our newest Scholarship of Teaching and Learning (SoTL) Community to partner in research that will address this and other relevant questions.

Dates: Mondays, 3:30-4:30 p.m. (Feb. 18, March 4 & 25, April 8 & 22)

Facilitators: [Darshon Anderson](#), [Thomas Lowder](#)

Instructional Theme: Pedagogy

Women in Academic Leadership Learning Community (WALL-C)

The WALL community exists to support and empower female leaders at UCA. Leadership is defined by role and not by position; therefore, women in all ranks and positions are eligible to participate. WALL-C participants are encouraged to bring their own lunch.

Dates: Fridays, 12:00-1:00 p.m. (Feb. 1, March 1, & April 5, May. 3 @ 4-5:30)

Facilitators: [Amy Hawkins](#), et al.

Instructional Theme: Diversity & Inclusion