

CTE Events: Fall 2019

Learning Lunches

Leveraging the Science of Learning: It's Not as Hard as You Think

Date: Monday, Sept. 9

Facilitator(s): Amy Hawkins, Jessica Underwood

Faculty talk a great deal about developing critical thinking skills in students. Metacognition is the process of learning to think about your own thought processes, which Sandra McGuire claims, can be taught and learned, transforming students into active problem solvers and proactive learners. Join us for an overview of what the science of learning reveals about how to engage students in metacognitive practices that strengthen learning and improve student success, all without reducing rigor of our course content.

Show Some Emotion! Maximizing Student-Instructor Rapport and Classroom Climate

Date: Thursday, Sept. 19

Facilitator: Adam Peterson

The science of emotion is supporting what many of us know intuitively: Emotions powerfully affect students' learning experiences. Join us in applying the affective sciences to our courses to identify ways we can incorporate the power of emotions to increase student engagement and learning and develop strategies to positively trigger student emotions to maintain motivation for learning.

Remembering Practices: Moving Foundational Content from Short-to Long-Term Memory

Date: Tuesday, Sept. 24

Facilitator(s): Amy Hawkins, Vicki Parish

The foundational level of learning in Bloom's Taxonomy is remembering the knowledge that enables all higher levels of learning to occur. Although faculty may be tempted to skip this level of learning, students do not come to college equipped with the practices that build knowledge into their long-term memories. Bring a syllabus and course assignments with you to consider together how to build student knowledge through the practices of retrieving, predicting, and interleaving.

Comprehending Practices: Moving from Memorization to Deeper Understanding

Date: Thursday, Oct. 10

Facilitator(s): Amy Hawkins, Vicki Parish

How we expose students to information as well as how we sequence and repeat it has a profound impact on student learning. Bring a syllabus and course assignments with you as we explore together how to apply the practices of connecting, practicing, and self-explaining to strengthen student understanding of our course content.

Inclusive Pedagogies: Beyond Office Hours and Safe Spaces

Date: Wednesday, Oct. 23

Facilitator(s): Leah Horton, Sharon Mason, Azida Walker

Data from the science of teaching and learning support what most of us are seeing in our classrooms — some populations of students are typically more successful (according to the traditional grade-based definition of success) than others. What can we, as faculty members, do to create genuinely inclusive classrooms that promote the success of all students, regardless of their group identities? This lunch program will explore pedagogical barriers to student success and offer suggestions for modifying our pedagogy to co-create inclusive learning spaces for all our students.

Lived Experiences of Black Student Populations

Date: Tuesday, Oct. 29

Facilitator(s): Amy Hawkins, Ashley Pettingill, Angela Webster

The Lived Experiences series is continuing due to popular demand! By interacting with a panel of students encompassing the perspectives of individuals from both African American and African Diaspora experiences, participants will gain insight into 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 these student populations.

Overview of Neurodiversity

Date: Monday, Nov. 4

Facilitator(s): Chayla Rutledge, Rachel Sanders

Neurodiversity is a recent movement focused on valuing each and every individual and their unique way of thinking. College campuses everywhere are faced with the challenge of teaching students from a variety of backgrounds, each with individual strengths and weaknesses. Join us for an overview of the neurodiversity movement and strategies for how to engage and support ALL students, including those with neurological differences.

Reflection and Feedback Practices

Date: Thursday, Nov. 7

Facilitator(s): Patty Kohler-Evans, Renee Calhoon

Imagine you are sitting in a rocking chair and engaging in some reflection time. You may rock and think, yet both give you something to do while getting you nowhere! What happens when you combine reflection with action? You get “Reflection”. In this session, you will explore ways to help students “reflect” and examine other ways to offer feedback on student work that builds momentum for learning.

Instructional Workshops

Overview of Student Development Theory

Date: Tuesday, Sept. 10, xperiod (1:40-2:30)

Facilitator: Thomas Bruick

We often hear that students should be noticeably different when they graduate from UCA compared to when they first walked on campus. What does this growth and development look like? What types of experiences support this growth in students? This workshop will provide an overview of student development theory and an opportunity to discuss how these theoretical concepts intersect with our teaching.

Overview of the Science of Learning

Date: Tuesday, Sept. 17, xperiod (1:40-2:30)

Facilitator: Amy Hawkins

In the past 10 years, researchers have made progress in discovering how the brain in general and learning specifically operate in human beings. This session provides an overview of those findings and how making adjustments in our verbal framing, assignment construction, and feedback practices can help students learn more effectively.

Writing Better Multiple-Choice Questions

Date: Tuesday, Sept. 17, (2:45 – 3:45 p.m.)

Facilitator: Jessica Underwood

Multiple-choice questions (MCQs) are the pillar for learning assessments; they’re easy to administer and can be a powerful learning tool – if they are written well. Many instructors rely on test banks, but even publishers populate poor MCQs. While it is challenging and time-consuming to write MCQs that assess more than recall, the end result can improve student outcomes. In this workshop, you will identify the common pitfalls of MCQs, examine features of an effective MCQ, and craft questions that are relevant, fair, and challenging.

Dyslexia in the College Classroom

Date: Tuesday, Oct. 8, (3:00 – 4:00 p.m.)

Facilitator: Amy Thompson

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 strategies 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.

UCA CORE Diversity Goal A

Date: Tuesday, Oct. 8, xperiod (1:40-2:30) **OR**

Date: Wednesday, Oct. 9, 3:00 – 4:00 p.m.

Facilitator: Donna Bowman

Join your fellow faculty who teach, and participate in assessment of, UCA Core Diversity courses as we discuss assignment selection and design, curriculum design, Core rubrics and assessment. Any faculty who teach a UCA Diversity course are strongly encouraged to attend.

UCA CORE Diversity Goal B

Date: Tuesday, Oct. 15, xperiod (1:40-2:30) **OR**

Date: Wednesday, Oct. 16, 3:00 – 4:00 p.m.

Facilitator: Tom Snyder

Join your fellow faculty who teach, and participate in assessment of, UCA Core Diversity courses as we discuss assignment selection and design, curriculum design, Core rubrics and assessment. Any faculty who teach a UCA Diversity course are strongly encouraged to attend.

UCA CORE Diversity Goal C

Date: Tuesday, Oct. 22, xperiod (1:40-2:30) **OR**

Date: Wednesday, Oct. 23, 3:00 – 4:00 p.m.

Facilitator: Sonja Fritz

Registration: No registration required—Please contact [Jacob Held](#) with questions. Join your fellow faculty who teach, and participate in assessment of, UCA Core Diversity courses as we discuss assignment selection and design, curriculum design, Core rubrics and assessment. Any faculty who teach a UCA Diversity course are strongly encouraged to attend.

Teaching Portfolio Workshop

Date: Wednesday, Oct. 23, 9:00 – 11:00 a.m. **OR**

Date: Thursday, Oct. 24, 1:30 – 3:30 p.m.

Facilitator: Patty Kohler-Evans

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 tenure and/or promotion application.

Do You See What I See? Identifying and Addressing Student Difficulties

Date: Tuesday, Oct. 29, xperiod (1:40-2:30)

Facilitator: Jacob Held hosting a panel of UCA staff and faculty

Join our panel as we discuss the challenges our students face. Learn about your students as people, their lives, obstacles, and lived realities, as well as strategies for meeting them where they are so you can prepare them to succeed wherever their lives take them.

Collaboration: Navigating Group Work

Date: Tuesday, Nov. 12, xperiod (1:40-2:30)

Facilitator: Kim Little

"I hate group work!" says every student, ever. Collaboration, however, is a necessary professional and personal skill, and we as instructors have an opportunity to model productive collaborative relationships for our students. Join Kim Little and discover how to make group work enjoyable and rewarding for your students and yourself.

Making Course Materials More Visually Appealing

Date: Tuesday, Nov. 19, (3:00 – 4:00 p.m.) **OR**

Date: Wednesday, Nov. 20, (2:00 – 3:00 p.m.)

Facilitator: Adam Peterson

All design is C.R.A.P. Just as we eat with our eyes first, students ingest our course materials with their eyes before their brains. Making visually appealing course materials, from slide presentations to handouts, is an essential part of delivering content to our students. If you can understand Contrast, Repetition, Alignment, and Proximity (C.R.A.P.), you can deliver visually appealing course materials that are truly effective. This session will look at these different design principles and demonstrate simple ways to instantly improve the look and feel of your course materials. Bring your laptop and syllabus, and we will design together!

Learning Communities & Book Groups

How Humans Learn

Dates: Thursdays; Sept. 5 & 19, Oct. 3, 17, & 31, Nov. 7 & 14

Time: 3:00 – 4:00 p.m.

Facilitator: Jen Talbot

How Humans Learn: The Science and Stories Behind Effective College Teaching identifies five broad themes associated with human learning—curiosity, sociality, emotion, authenticity, and failure—and delves into the science behind them, addressing such questions as “Why are humans curious?” and “How does failure help us learn?” Written for an interdisciplinary audience, the book presents the science in a conversational and accessible way, illustrated by concrete examples from the classroom. The reading group will focus on identifying how these themes show up in our different disciplines, sharing current classroom practices that connect with the themes, and developing new practices that leverage these themes to support student learning.

Big Magic: Creative Living Beyond Fear

Dates: Mondays; Sept. 16 & 30, Oct. 14 & 28, Nov. 11 & 18

Time: 2:00 – 3:00 p.m.

Facilitator(s): Stacy Lom, Wendy Lucas, Jennifer Parrack

A group for women only and a book “from the worldwide bestselling author of *Eat Pray Love* and *City of Girls*: the path to the vibrant, fulfilling life you’ve dreamed of. Now this beloved author digs deep into her own generative process to share her wisdom and unique perspective about creativity. With profound empathy and radiant generosity, she offers potent insights into the mysterious nature of inspiration. She asks us to embrace our curiosity and let go of needless suffering. She shows us how to tackle what we most love, and how to face down what we most fear. She discusses the attitudes, approaches, and habits we need in order to live our most creative lives” (from Amazon’s book description).

White Fragility: Why it’s So Hard for White People to Talk About Racism

Dates: Wednesdays; Sept. 11, 18, & 25, Oct. 2 & 9

Time: 2:00 – 3:00 p.m.

Facilitator(s): Leah Horton, Sharon Mason, Azida Walker

As faculty members, we know we need to engage ourselves and our students in discussions of race and how race influences social structures, institutions, power dynamics, etc. Many of us want to have these conversations and are unsure of how to navigate these sensitive topics both in and out of our classrooms. *White Fragility* offers a candid look into why white people refuse, become angry, or are often reticent to engage in discussions of race and privilege.

DiAngelo provides useful tools and strategies for examining our own implicit biases, while also guiding us to cultivate appropriate and inclusive language. Please join us for this book discussion as we strive to not only be aware of the power of race on our campus, but also to form a campus culture that moves beyond recognition of racial differences to genuine inclusion.

Scholarship of Teaching and Learning (SoTL) Research Community

Dates: Mondays; Aug. 26, Sept. 9 & 23, Oct. 7 & 21, Nov. 4 & 18

Time: 3:15 – 4:15 p.m.

Facilitators: Darshon Anderson, Thomas Lowder

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. Join our Scholarship of Teaching and Learning (SoTL) Research Community to partner in conducting research that will address this and other relevant pedagogical questions.

Women in Academic Leadership (WALL-C)

Dates: First Friday of each month; Sept. 6, Oct. 4, Nov. 1

Time: 12:00 – 1:00 p.m.

Facilitator: Amy Hawkins (organizer)

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 or purchase lunch in the cafeteria.

Faculty Research Study Hall

Dates: Tuesdays; beginning Sept. 3

Time: 2:45 – 3:45 p.m.

Facilitator: Sandie Nadelson

Need some quiet time away from distractions to focus on your scholarly work? Then join a group of fellow faculty for an hour of Scholarly Study Hall. These weekly one-hour sessions will allow you to move your scholarship forward in a quiet environment.

New Faculty Learning Community

Dates: Mondays; Sept. 16 & 30, Oct. 14 & 28, Nov. 11 & 25, Dec. 9

Time: 12:00 – 1:00 p.m.

Facilitator: Patty Kohler-Evans

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 for Learning.

Conferences

New Faculty Orientation

Date: Thursday, August 15 - Friday, August 16, 2019

Time: 8:30 a.m. - 4:30 p.m.

Location: College of Business Auditorium

The CTE coordinates a two-day pre-semester orientation each August for new, full-time faculty to help them become familiar with the campus and meet their colleagues. This year's event will be held in the College of Business Auditorium.

Mini-Conference: Barriers & Breakthroughs in Student Learning

Date: Wednesday, August 14, 2019

Time: 9:00 a.m. - 4:45 p.m. ([Full Itinerary](#))

Location: Brewer-Hegeman Conference Center, Rm. 111/113

CTE offers an optional pre-conference for UCA faculty related to teaching excellence. This year's mini-conference is **geared toward experienced teachers** and new faculty are also invited to participate.

CTE Insiders Reception

Date: Wednesday, August 14, 2019

Time: 5:00 p.m. - 6:30 p.m.

Location: Brewer-Hegeman Conference Center, Rm. 111/113

CTE wants to encourage new faculty to start developing relationships with existing faculty who have benefited from CTE's many services. Several CTE Insiders will be at this event to mingle with new faculty over light refreshments.

Adjunct Academy

Date: Tuesday, August 20, 2019

Time: 5:00 p.m. - 9:00 p.m.

Location: McAlister Hall, Mirror Room

Adjunct Academy is similar to New Faculty Orientation but is a shortened version designed to meet the unique needs of new part-time/adjunct faculty.