Great Teaching Ideas

FROM PROFESSIONAL DEVELOPMENT AT UNC CHARLOTTE

Thursday March 14, 2019

10:30-12:30

210 Cone

10:30	Introductory Remarks
10:50	Session 1
11:15	Session 2
11:40	Closing Remarks
11:50	Lunch & Conversation

Sponsored by:

The Center for Teaching and Learning

Communication Across the Curriculum (CXC)

J. Murrey Atkins Library

The Office of Assessment and Accreditation

Session 1 - Abstracts

1. Development of Mathematical Knowledge for STEM

Vic Cifarelli & Nina Bailey, Mathematics & Statistics

We summarize our work refocusing content in *Pre-Calculus* and *Calculus I* to emphasize the invariance of functions and transformations and problem solving. We discuss how the pilot study led to additional funding from a Scholarship of Assessment Grant.

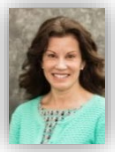
2. *Investigating Social Cohesion and Team-based Inquiry*

Mohsen Dorodchi, Doug Markant, & Samira Shaikh, Computer Science

With the support of a Scholarship of Assessment Grant we investigated how social cohesion of student teams in inquiry-based active learning classrooms impacts learning trajectories and academic outcomes. We examined how individual and group social characteristics impacted the efficacy of "Process Oriented Guided Inquiry Learning."

3. *Basic Course Mapping*

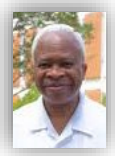
Teresa Gaston, Nursing



I share my experience attending the "Introduction to Learning Objectives and Backward Design" professional development class. I discuss how to identify good course objectives with Bloom's Taxonomy and utilize a course mapping worksheet to promote course alignment.

4. From Surviving to Thriving: Experience in the New Faculty Academy

Honoré Missihoun, Africana Studies



New faculty members often feel as if they have jumped off into the deep end of the pool. I am participating in a program designed to support new faculty in their transition to the university. I describe my experiences in the academy discussing teaching and learning, course design, work/life balance, tenure and review, and more.

5. Learning from Each Other: Peer Observation & Skill as an Instructor

Spencer Salas, Middle, Secondary, and K-12 Education

There is an old adage that teaching is a solitary profession, done behind closed doors with little sharing. Teaching online can feel isolating for instructors who lack a community of peers. This year I served as a model teacher for the Teachers Observing Peers Program. I discuss my experience, what I have learned from my colleagues, and what I think is valuable about the program.

Session 2 - Abstracts

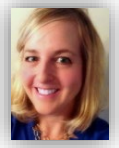
1. Learning Outcomes in a Computing Course Taught in Two Modalities

Audrey Rorrer & Julio Bahamón, Computer Science

We share our efforts to implement curricular changes to improve student learning in two versions of a computing course using an Office of Assessment and Accreditation Fellowship. We share the impact of our findings on these courses and some of questions raised by the findings.

2. Developing an Online Course using Quality Matters

Tracy Bonoffski, Kinesiology



I outline the steps it took to create an online course from the ground up using the Quality Matters standards and best practices for student learning.

3. CTL's Essentials of Teaching & Learning Certificate

Noha Ghali, Language and Cultural Studies

I describe my experience working with the Center for Teaching and Learning to complete the Essentials of Teaching and Learning certificate. I discuss what I learned, describe how it was incorporated into my instructional practices, and share what I hope to implement in the future.

4. The Missing Piece: CxC in Geography Education

Jaimie Strickland, Geography and Earth Sciences

After participating in the WO Teaching Academy, I realized the missing piece in my disciplinary pedagogy was direct instruction in communication. In this presentation, I talk about connecting geographic education to communication using visible thinking strategies across a variety of contexts. Also, I consider the central role reading plays in thinking, writing and speaking in my classes.

5. Affordable Textbook Library Mini Grant for a Core Course

Jim Bowen, Civil and Environmental Engineering

A case study of work funded with a library mini grant is presented that developed no-cost textbook alternatives for an undergraduate Hydraulics and Hydrology core course in the Civil and Environmental Engineering Department.