11:00-11:25 AM
25m Spotlight Sessions

ROOM 4110 | The Learning Project: A Play in Three Acts
Ellen Carpenter, Psychology
This session examines how to empower students to adopt effective learning strategies in a way that does not consume a great deal of class meeting time.

ROOM 4100 | Catch Them Doing Something Right: Helping Our High Achieving Students Further
Chamathca Kuda-Malwathumullage, Chemistry
I*t is often assumed that high-achieving students may not require much intervention since they already excel at their studies. While many studies have investigated mentoring of at-risk students, only a few have examined the nature of mentoring and/or the support that high achieving students may need.*

CAFE | GIFs and Guffaws: Making Online Learning Fun
Jeff South, Robertson School
Humor helps instructors connect with students, build community and stimulate long-term memory. A hearty laugh, or the prospect of one, can ignite students' learning--or at least persuade them to open emails and watch online lectures.

LOBBY | "De-colonizing" the Anthropology Classroom: A Case Study for Inclusive Teaching
Amy Rector, Anthropology; Marie Vergamini, Graduate Student, Integrative Life Sciences
Anthropology is a discipline fraught with historically colonial themes and avenues of inquiry. This session includes a discussion of how lessons learned from anthropology can be applied in other disciplines.

11:30-11:55 AM
25m Spotlight Sessions

ROOM 4110 | Practice Makes Perfect (Almost): Affording Space to Build Collaborations
Roberto Ventura, Interior Design
Because improvisational performance depends on collaboration, students first received a primer in its principles-- specifically, active listening, accepting offers, and building upon them. Students engaged in a brief design project to apply these skills in a collaborative "dry run" prior to a more intensive project.

ROOM 4100 | A Half-Century Teaching at VCU: Some Observations
Cliff Edwards, World Studies
This session provides a long view of almost 50 years of teaching at VCU, focusing on the classroom as an amazing experiential teaching and learning experience and examining changes in the student population.

CAFE | Effects of Electronics and Classroom Milieu on Learning Outcomes in a Large Lecture Biology Course
Tricia Smith, Biology
This session discusses how student behavior, namely the choice to use electronics and attend class, affect student learning outcomes and the classroom milieu, and how demographics and students' study habits play into academic performance.

LOBBY | Graphing as a Pedagogical Tool: What Can We Learn from Students Graphing their Experience?
Rani Satyam, Mathematics
Assessing students' affect (e.g., beliefs, attitudes, emotions) during class can be difficult. Graphing is a methodological tool that allows instructors to see how each individual student felt about a task or a lesson.

VCU
Center for Teaching and Learning Excellence

2019 CTLE SYMPOSIUM

A celebration of teaching and learning at Virginia Commonwealth University

Friday, April 26, 2019
8:00 AM - 1:00 PM
Academic Learning Commons
1000 Floyd Avenue, 4th Floor

Program Schedule

Time	Event
8:00-8:45 AM	Breakfast and Registration
8:45-9:00 AM	Welcome Address: Dr. Gypsy Denzine, Senior Vice Provost for Faculty Affairs
9:00-9:50 AM	Concurrent Sessions
10:00-10:50 AM	Concurrent Sessions
11:00-11:25 AM	25m Spotlight Session 1
11:30-11:55 AM	25m Spotlight Session 2
12:00-1:00 PM	Lunch and Poster Session

9:00-9:50 AM Sessions

ROOM 4110 | Undergraduate Teaching Assistants: Peer Mentorship in Learner-Centered Courses (Workshop)
Peter Henry, Focused Inquiry
"Teaching assistant" has too often meant "someone who does menial academic labor." Since 2008, the Department of Focused Inquiry has turned this model on its head through the Undergraduate Teaching Assistant Program, a High-Impact Practice (with Service Learning designation) that fuses teacher-student mentorship with peer-to-peer learning. The yield: teaching gets better, learning gets better, and UTAs develop valuable skills for the classroom and beyond.

ROOM 4100 | Guided Inquiry in Large Classes (Workshop)
Sally Hunnicutt, Chemistry; Suzanne Ruder, Chemistry
Research has shown that students in active learning classrooms demonstrate statistically significantly higher learning outcomes than those in traditional classrooms. This workshop introduces the fundamental elements of implementing guided inquiry in large classes.

CAFE | How a Peer-Led Case-Based Flipped Classroom Transforms Learning in Dental Hygiene Education (Workshop)
Tammy Swecker, Department of General Practice, School of Dentistry; Caitlin Bergendahl, Assistant Director, CTLE
This presentation will discuss a pedagogical strategy of a flipped classroom paired with case based peer-led learning for dental hygiene students, which was reported to be effective and transformative for clinical competence in medical risk assessment.

LOBBY | The A- Word: Bring Excitement and Improve Students' Learning in Your Classroom (Workshop)
Ching-Yu Huang, Biology
This workshop re-frames "active learning" by introducing and demonstrating six active learning strategies that have been successfully implemented in introductory and upper level biology courses.

Map of ALC Space

10:00-10:50 AM Sessions

ROOM 4110 | Harnessing Technology to Embrace Backchannel Conversations in the Classroom (Tech Exploration)
Stephanie Walker, Social Work; Ananda Newmark, Social Work
How do we engage students who sit quietly during discussions and harness students' tangential questions/thoughts/ideas? The tools and strategies presented during this workshop help provide a space for all students in the course to share their thoughts and questions.

ROOM 4100 | Successes and Challenges: A Conversation About Inclusive Teaching Across Disciplines (Birds of a Feather)
Institute on Inclusive Teaching Faculty Learning Community: Amy Rector, World Studies; Amy Adkins, Psychology; Jean Corcoran, Psychology; Abbie Kinnebrew, Social Work; Isabelle Richman, World Studies; Theresa Ronquillo, CTLE; Faedah Totah, World Studies; Tracie Wike; Social Work
Members of the 2018-2019 Inclusive Teaching Institute Faculty Learning Community will reflect on their work in creating more inclusive learning spaces and share strategies and assignments they have developed individually while working towards this goal as a cohort.
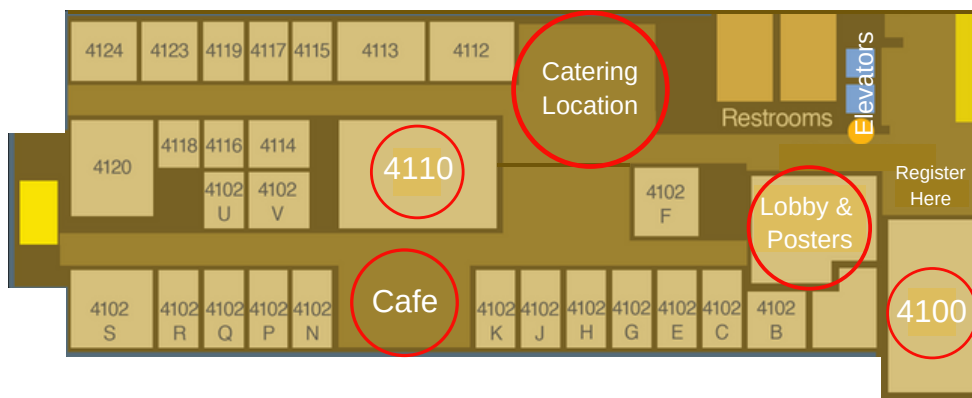
CAFE | Using Debate Pedagogy to Promote Civic Learning Across the Disciplines (Panel)
Lynn Pelco, Associate Vice Provost, Division of Community Engagement; Susan Bodnar-Deren, Sociology; Liz Coston, GSWS; Dingani Mthethwa, Sociology; Emily Peron, Pharmacy; Michael Pyles, Health Sciences; Michael Rackett, Community Studies; Tammy Swecker, Dentistry
This panel will focus on using debate across the curriculum to foster student civic learning. Panel participants will discuss their 2018-2019 learning community model of faculty development and strategies for adapting debate pedagogy to different disciplines and classroom environments.

LOBBY | Empowering Diverse Students in Classroom: Perspectives From Three International Students (Birds of a Feather)
Yali Pang, Wilder School of Government and Public Affairs; Sombo Muzata Chunda, Wilder School; Layla Fraih Alanazi, Wilder School; All PhD Students
As diversity increases, recognizing students' different cultural identities and ways of learning is critical for instructors' effective and inclusive teaching practice. This session explores effective inclusive teaching practices for students with different cultural backgrounds using three international students' experiences.