<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Session Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvin Center 310</td>
<td>9:15 – 9:45 am</td>
<td>Blended Learning: Engaging Our Learners at Higher Cognitive Levels</td>
<td>Larry Greenberg, SMHS</td>
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<tr>
<td></td>
<td>11:30 am – 12:00 pm</td>
<td>Make Grading Easier: Build a Great Rubric</td>
<td>Cheryl Beil, Academic Planning &amp; Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiple Choice Testing</td>
<td>Richard Robin, CCAS</td>
</tr>
<tr>
<td>Marvin Center 311</td>
<td></td>
<td>Maintaining Student Engagement Online</td>
<td>Michele Clark, Elliott School</td>
</tr>
<tr>
<td>Marvin Center 307</td>
<td></td>
<td>Interprofessional Education: Understanding Student Perceptions, Attitudes, and Readiness</td>
<td>Ozgur Ekmekci, SMHS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to Use Trained Learning Assistants in Large Lecture Courses</td>
<td>Hartmut Doebel, CCAS</td>
</tr>
<tr>
<td></td>
<td>12:00 – 12:30 pm</td>
<td>Designing an Effective Trans-disciplinary Curriculum</td>
<td>Gaetano Lotrecchiano; Mary Corcoran, SMHS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Media - The Energizer Bunny</td>
<td>Steve Roberts, SMPA</td>
</tr>
<tr>
<td>Marvin Center 308</td>
<td></td>
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<td>Mary Buckley, CCAS; William Gillis, Eckles Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Going for the GREEN Leaf: How to Add Sustainability to Your Course</td>
<td>Lisa Benton-Short, CCAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting the Challenges of Virtual Collaboration in Student Project Teams</td>
<td>Sharon Hill, GWSB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best Practices in Writing in the Disciplines (WID): Examples from the Department of Mathematics</td>
<td>Rachel Riedner, University Writing Program; Lowell Abrams, CCAS</td>
</tr>
</tbody>
</table>
Faculty-Led Session Descriptions

9:15 – 9:45 am (Early Bird)

**Interprofessional Education: Understanding Student Perceptions, Attitudes, and Readiness**
Ozgur Ekmekci, Interim Chair and Associate Professor of Clinical Research & Leadership. [2011 Bender Teaching Award winner]

**Description:** Interprofessional education promotes learning and performing with students of other professions. In health care, for instance, this means that students from nursing, medicine, physical therapy, and other areas are in classes together, learning and practicing with each other, as they will need to be able to do upon graduation. This session discusses the expected benefits and challenges of educating students within interprofessional teams and provides you with tools for assessing students’ perceptions and attitudes towards interprofessional education. Specific examples from health care will challenge those who teach graduate and undergraduate students to consider what competencies and knowledge students need in order to prepare them for an increasingly interprofessional and interdisciplinary world.

**Location:** Marvin Center 307

**Extending Research Conversations: New Vocabularies for Teaching and Learning**
Mary Buckley, Program Coordinator, Women’s Leadership in International Arts and Culture & Associate Professor of Dance [2013 Bender Teaching Award winner]; Bill Gillis, Librarian, Eckles Library

**Description:** We constantly engage in conversations with students about research, but how can we talk about research in ways that move beyond thinking about it as merely a set of skills, the ability to seek and find? Hear how one team integrates formal research investigations and unstructured on-the-fly research discussions that follow lectures, performances, and museum and site visits into a WID course. Where do odd-angled questions lead and how do we integrate multiple access points into our research? How do we extend research conversations by encouraging students to see outside sources not as barriers to creativity, but as the foundation for it?

**Location:** Marvin Center 308

**Blended Learning: Engaging Our Learners at Higher Cognitive Levels**
Larrie Greenberg, Clinical Professor of Pediatrics [George Washington Award in 2010], senior consultant, medical education

**Description:** In an interactive session, hear how blended learning allows learners to think at higher cognitive levels. Blended, or hybrid, approaches activate learners to be more self-directed and free up class time for more engaged discussion and activities. In activities led by a convert to this mode of teaching, experience examples that encourage this kind of higher order thinking in your students.

**Location:** Marvin Center 310

**Maintaining Student Engagement When Moving Online**
Michele Clark, Adjunct Instructor in International Affairs [2011 Bender Teaching Award winner]

**Description:** Hear one faculty member's personal account of how she kept student participation high as she transitioned a high-engagement seminar style WID class, with student-led discussions, into an equally engaging online course using a variety of media, including VoiceThread and discussion forums. New technology will be demonstrated during this presentation.

**Location:** Marvin Center 311
11:30 am – 12:00 pm

How to Train and Utilize Learning Assistants in Large Lecture Courses
Hartmut Doebel, Assistant Professor of Biology

Description: Until now, upper class undergraduates have been a largely untapped resource when it comes to helping teach introductory level course. Yet, who is better able to understand the inevitable sticking points and struggles within introductory courses than those who have most recently struggled with those same concepts, as underclass students have? Biology has addressed this by developing a training program for upperclass learning assistants, with remarkable success. Hear what the biology department has done to train and support eight learning assistants, and the challenges and opportunities encountered. Receive examples of exercises, worksheets, and review sessions.

Location: Marvin Center 307

Going for the GREEN Leaf: How to Add Sustainability to Your Course
Lisa Benton-Short, Director of the Sustainability Academic Program, Associate Professor of Geography

Description: Sustainability is one of GW's articulated values in the new strategic plan. We aspire to have GW courses in all schools and departments focus on or incorporate issues of sustainability in their syllabi. GW defines sustainability broadly to include environmental quality, human well-being and social equity, and economic development that together allow a society to thrive. As such, science and engineering, social science, and the humanities all have important contributions to make in the curriculum. This panel will introduce basic concepts of sustainability and how it is relevant in any class you may teach!

Location: Marvin Center 308

Make Grading Easier: Build a Great Rubric
Cheryl Beil, Associate Provost for Academic Planning and Assessment, Assistant Research Professor of Psychology

Description: Rubrics are powerful tools that can help you refine your teaching methods, provide timely feedback to students, and make grading transparent. Providing clear performance criteria helps students perform better as it lays out the specific expectations for assignments. Learn how to construct rubrics that will make the grading process easier and will save time.

Location: Marvin Center 310

Designing an Effective Trans-disciplinary Curriculum
Gaetano Lotrecchiano, Assistant Professor of Clinical Research & Leadership and of Pediatrics [2012 Bender Teaching Award winner]; Mary Corcoran, Professor of Clinical Research and Leadership; Ozgur Ekmekci, Associate Professor of Clinical Research & Leadership [2011 Bender Teaching Award winner]

Description: Explore the challenges of creating a trans-disciplinary curriculum and how a deliberate course design approach can create an effective curricular plan. Course design using alignment amongst program outcomes, learning objectives, content, activities, and graded assignments has been shown to greatly improve the development of any course. As important as the design process is to the success of a unidisciplinary curriculum, it is even more important in a trans-disciplinary curriculum because of the numerous threads and ideas that must be interwoven. Learn how to engage in this type of design and how to create a cross-disciplinary GW team to help you.

Location: Marvin Center 311
12:00 – 12:30 pm

Best Practices in Writing in the Disciplines (WID): Example from the Department of Mathematics
Rachel Riedner, Director of Writing in the Disciplines program (WID), Associate Professor of Writing and Women's Studies; Lowell Abrams, Associate Professor of Mathematics

Description: This workshop focuses on best practices in Writing in the Disciplines (WID). WID pedagogy is motivated by the idea that academic writing practices are not generic but are instead the products of disciplinary traditions and conventions. Strong WID courses link writing instruction to the specific “thinking and doing” of the discipline and to the particular curriculum of a department. The workshop offers one example of discipline-specific WID pedagogy from Professor Lowell Abrams, Department of Mathematics. After a brief presentation, participants will be invited to discuss the teaching of writing in their own disciplines and departments.

Location: Marvin Center 307

Meeting the Challenges of Virtual Collaboration in Student Project Teams
N. Sharon Hill, Associate Professor of Management

Description: Increasingly student project teams are engaging in virtual collaboration, which refers to teamwork that occurs using technology rather than face-to-face communication. Virtual collaboration takes place in teams participating in both fully online courses as well as in-person courses. The purpose of this session is to raise awareness about the challenges of virtual teamwork and to discuss strategies for helping student teams be more effective in their virtual collaboration.

Location: Marvin Center 308

Multiple Choice Testing
Richard Robin, Professor of Russian and International Affairs [2005 Bender Teaching Award winner]

Description: "Multiple choice: (a) All of the above (b) None of the above (c) Some of the above." Multiple choice is one of the most unreliable testing protocols available. But it is usually the only option for large or distance populations. This workshop will help test creators make the best of a less than optimal situation. ("I write and review several hundred items a year for AP and NSEP programs.")

Location: Marvin Center 310

Social Media – The Energizer Bunny
Steve Roberts, J.B. and Maurice C. Shapiro Professor of Media and Public Affairs [2002 Bender Teaching Award winner]

Description: Using social media as a teaching tool can increase student participation, energy and engagement. Some ideas and lessons on how to do this from a professor who teaches both writing and political science courses and sends out reading assignments an hour or two before class.

Location: Marvin Center 311