**Writing in the Disciplines**

Location: Marvin Center Room 307

Rachel Riedner, Executive Director of the University Writing Program and Associate Professor of Writing and of Women’s Studies, CCAS; Lowell Abrams, Associate Professor of Mathematics, CCAS [2011 WID Distinguished Teaching Award Winner]; Kathryn Kleppinger, Assistant Professor of French, CCAS [2015 WID Distinguished Teaching Award Winner]; Jerry Dwyer, Professor of Mathematics, CCAS, and Director, STEM Academy

Writing in Disciplines (WID) pedagogy is motivated by the idea that academic writing practices are not generic but are instead the products of diverse disciplinary traditions and innovations. This session features a conversation with two winners of the WID Distinguished Teaching Award, Lowell Abrams and Kathryn Kleppinger, highlighting distinct modes of writing in the Humanities and in STEM as well as shared goals. The session is moderated by Jerry Dwyer, Professor of Mathematics and Director of GW's STEM Academy.

**Project-Based Service Learning**

Location: Marvin Center Room 308

Wendy Wagner, Center for Civic Engagement and Public Service; Margaret Gonglewski, Associate Professor of German and International Affairs, RGSSL, CCAS [1999 Bender Teaching Award Winner]; Anna Helm, Assistant Professor of Teaching, International Business, School of Business

Join a discussion of the opportunities and challenges involved in engaging students in "indirect community service." Faculty representing different disciplines will briefly describe the nature of the projects students in these courses create for community organizations (e.g., business plans, program evaluations, research). In small groups participants will explore ways their own courses could be adapted to engage students' applied work in the community, anticipating both the improvements this might have for student learning as well as the barriers that would need to be addressed to be successful. Resources available to support this work will be presented.

**Collaborative Inquiry for Complex Problem-Solving**

Location: Marvin Center Room 309

Paige McDonald, Director of Health Sciences Core Curriculum and Assistant Professor of Clinical Research and Learning, School of Medicine and Health Sciences; Laurie Lyons, Director of Instructional Technologies, Health Sciences Programs

Dr. Paige McDonald and Laurie Lyons, MA will facilitate a conversation on deepening learning in online, blended, and face-to-face courses using the Community of Inquiry framework. Health Sciences courses are applying a Community of Inquiry model, leveraging virtual tools such as Blackboard Collaborate, VoiceThread, and online discussion boards where students work collaboratively to investigate complex problems in peer groups and with practicing health care providers. This approach has allowed Health Sciences to negotiate challenges of increasing enrollments and lack of space, while achieving higher levels of learning. Faculty will consider how to apply collaborative inquiry in a variety of settings.

**Cross-Disciplinary Research Methods**

Location: Marvin Center Room 310

Mary Buckley, Program Coordinator, Women's Leadership in International Arts and Culture & Associate Professor of Dance, CCAS [2013 Bender Teaching Award winner]; Donna Betts, Assistant Professor of Art Therapy, CCAS; Jordan Potash, Assistant Professor of Art Therapy, CCAS; and Bill Gillis, Research and Instruction Librarian, GW Libraries

In this session you will learn strategies that reframe the research process into a quest of curiosity that begins by finding the right people, references, citations, or sources to engage. The audience is invited to consider: How is a literature review like a parlor conversation? What conversations are happening across your bibliography, and how are you participating in this dialogue? How is the development of a research design like a still life drawing? Additionally, we will explore how creative approaches to teaching research are effective for both undergraduate classes and capstone social science graduate courses.
How to Enhance Active Learning with Undergraduate Learning Assistants
Location: Marvin Center Room 307
Hartmut Doebel, Assistant Professor of Biology, CCAS [2014 Robert W. Kenny Prize for Teaching]; Jerry Feldman, Professor of Physics, CCAS [1999 Bender Teaching Award Winner; 2001 DC Professor of the Year]; Margaret Gonglewski, Associate Professor of German and International Affairs, RGSSL, CCAS [1999 Bender Teaching Award Winner]; LaKeisha McClary, Assistant Professor of Chemistry, CCAS; Mark Reeves, Professor of Physics, CCAS [2008 Robert W. Kenny Prize Winner; 2004 Bender Teaching Award Winner]; Tiffany Sikorski, Assistant Professor, Curriculum & Pedagogy; Science, GSHED; and undergraduate LAs Cody van Dussen, Rebecca Haber, and Samantha Starr.

Modeled after the successful University of Colorado-Boulder program, the GW LA Program places talented undergraduates into classrooms as Learning Assistants (LAs), where they work closely with the lead instructor to plan and enact research-based teaching practices. As a result of the experience, the LAs develop sophisticated teaching skills and, simultaneously, gain a deeper understanding of their discipline. The session will open with a dynamic active learning exercise facilitated by undergraduate LAs, followed by a debrief of the experience. Faculty presenters from across departments will briefly introduce two GW models for working with LAs in STEM and humanities courses. Each participant will leave with one idea for how LAs could enhance active learning in their classes, as well as an invitation to a follow-up Discipline-Based Education Research (DBER) meeting about the LA program.

Enabling Active Learning: Classroom Dynamics through Interactions
Location: Marvin Center Room 308
Ekundayo Shittu, Assistant Professor, School of Engineering and Applied Sciences

What ingredients are needed to foster active learning in the classroom? Assistant Professor Shittu will demonstrate how to effectively incorporate three key ingredients – experiential learning, sharing of information and ideas, and reflective discussion – to help elevate the classroom dynamic from a passive climate to an active one. Participants will experience techniques such as interactive polling from the student point of view, and are encouraged to share successful interactive strategies they have implemented in their own courses with the group.

Creating a ‘Lean-In’ Classroom
Location: Marvin Center Room 309
Steve Roberts, J.B. and M.C. Shapiro Professor of Media and Public Affairs, SMPA; columnist, TV and radio analyst, best-selling author [2002 Bender Teaching Award Winner]

How do you use technology, teaching methods, and questions (instead of answers) to create a culture of energy and engagement in your classroom? Professor Roberts will lead a presentation and discussion on creating a “lean-in” classroom to improve student motivation and overall engagement.

Enhancing Doctoral Research for the 'Common Good': Teaching to Research with Relevance
Location: Marvin Center Room 310
Gaetano Lotrecchiano, EdD, PhD, Assistant Professor of Clinical Research & Leadership and of Pediatrics, SMHS [2012 Bender Teaching Award winner; Paige McDonald, EdD, Assistant Professor of Clinical Research & Leadership, SMHS; Kenneth Harwood, PT, PhD, Associate Professor Clinical Research & Leadership and Physical Therapy, SMHS; Mary Corcoran, OTD, PhD, Professor of Clinical Research and Leadership, SMHS; *Ozgur Ekmekci, EdD, Associate Professor Clinical Research & Leadership, SMHS [2011 Bender Teaching Award winner]

*In memory of our esteemed colleague, with sincere gratitude for his contributions and friendship.

Doctoral research need not be a secluded individualized experience with only limited social relevance. The preparation of doctoral students who conduct knowledge-generating research should be prepared in ways so as to accept and understand relevance and social impact. Students can serve both their own scientific goals and social needs. This session promotes a multi-paradigm approach and makes recommendations for doctoral research that is translational, interdisciplinary, and uses team science principles to ensure social impact.
Learning Your Students  
**Location:** Marvin Center Room 307  
*Tara Scully, Teaching Assistant Professor, Biological Sciences, CCAS*

“Learning your students” can be a challenge for any teacher. This session will highlight how to use a quick interactive method to determine the base level of knowledge of your students, as well as start to have students interact to help each other understand basic concepts. This method is a great way to establish rapport with students at the beginning of the semester and provides a foundation for a learner-centered and supportive classroom climate.

Bring the Real World into Your Class with Case Studies, a Problem-Based Learning Approach  
**Location:** Marvin Center Room 308  
*Maria José de la Fuente, Associate Professor of Spanish, Director of the Spanish Language Program, CCAS [2008 Bender Teaching Award Winner]*

Case studies are an instructional strategy often used in Problem-Based Learning (PBL), a pedagogy that places students in an active role where they are faced with a problem and have to make decisions or judgments based on facts, logic and rationalization. This session will provide concrete steps for supporting students through problem-solving tasks to promote higher-level critical thinking skills. This process has been very successful for Professor de la Fuente in promoting content-based (sustainability), advanced language acquisition, and she will guide faculty through tips and strategies for implementing a similar model across disciplines.

Teaching a ‘Flipped Class’  
**Location:** Marvin Center Room 309  
*Dianne Martin, Vice Provost for Faculty Affairs, Professor Emeritus of Computer Science, [2005 Bender Teaching Award Winner]*

A "flipped class" is an instructional strategy that reverses the traditional educational arrangement of a professor lecturing to students in class. Instead, content is delivered outside of the classroom, often online, and class time is used to engage students in learning activities under the guidance of the instructor. Vice Provost Martin will describe a flipped computer science class and provide examples of the in-class learning activities used. Whether you are new to the concept of flipping your class or would like to discuss some potential strengths or challenges you have found in your own flipped class, this will be a great opportunity to review and discuss the topic.

Meeting the Challenges of Virtual Collaboration in Student Project Teams  
**Location:** Marvin Center Room 310  
*Sharon Hill, Associate Professor of Management, School of Business*

Increasingly student project teams are engaging in virtual collaboration, which refers to collaboration 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.

Please also join us for a special afternoon workshop presented by our keynote speaker, Elizabeth F. Barkley:  
**Making Group Work Work**  
2:00 pm – 3:30pm  -  3rd Floor Marvin Center Grand Ballroom
# Faculty-Led Sessions 2015 Schedule

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<th>Location</th>
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<th>11:45 am – 12:15 pm</th>
<th>12:30 pm – 1:00 pm</th>
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* KEYNOTE: Expanding Your Repertoire of Effective Group Work Activities *

**SPECIAL AFTERNOON WORKSHOP: Making Group Work Work**

2:00pm – 3:30pm 3rd Floor Marvin Center Grand Ballroom