The Center for Teaching & Learning Excellence and the Marriott Library present the Annual Teaching Symposium Monday, August 19, 2013

OVERVIEW

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<tr>
<td>8:30 – 9:00 AM</td>
<td>Check-in</td>
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<tr>
<td>9:00 AM</td>
<td>Welcome &amp; Introduction</td>
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<tr>
<td>Gould Auditorium</td>
<td>Pat Tripeny, Director, CTLE;</td>
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<tr>
<td>9:10 AM</td>
<td>Keynote Speaker</td>
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<td>Gould Auditorium</td>
<td>Amy Aldous Bergerson, Director of the</td>
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<tr>
<td>9:45 AM</td>
<td>Skills Session I</td>
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<tr>
<td>10:45 AM</td>
<td>BREAK</td>
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<tr>
<td>11:00 AM</td>
<td>Skills Session II</td>
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<tr>
<td>12:00 PM</td>
<td>LUNCH (Free pizza, salad, and soda!)</td>
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<td>1:00 PM</td>
<td>Skills Session III</td>
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<tr>
<td>2:00 PM</td>
<td>BREAK</td>
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<tr>
<td>2:15 PM</td>
<td>Skills Session IV</td>
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<td><strong>Inspiring Digital Scholars: Getting Beyond Just Information Seeking and Gathering</strong></td>
<td>Donna Ziegenfuss, Associate Librarian, Assistant Head of Scholarship and Education Services</td>
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<td>Students conducting research in the digital age often report a daunting and frustrating experience that can involve information overload, overwhelming tools, and an unclear understanding of the research process (McCulure &amp; Purdy, Eds., 2013). This session will focus on the discussion of strategies for empowering inquiry-driven learners and present ideas for how we might cultivate student researchers equipped with the knowledge, competencies, and dispositions of emerging scholars across the disciplines.</td>
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<td>MLIB 1130</td>
<td><strong>Teaching the Millennial Student: How to Connect and Inspire</strong></td>
<td>Holly Johnson, Higher Education Instructional Consultant, CTLE; Adjunct Assistant Professor, Art and Art History</td>
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<td>What generation are you from - Silent Generation? Greatest Generation? Baby Boomer? GenX? Maybe you're a Millennial, aged 18-31? This session will explore the differences between generations, and the implications for learning. Understanding demographic characteristics will prepare you to better connect with and inspire the Millennial student in the classroom. We will discuss how they learn, and what they expect from Higher Education and the workforce after graduation.</td>
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<td>MLIB 1140</td>
<td><strong>Community Engagement in the Classroom</strong></td>
<td>Nancy Basinger, Associate Director and Engaged Faculty Director, Bennion Community Service Center</td>
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<td>Community-engaged learning allows students to provide a needed service in the community and integrate these experiences through reflection with what they learn in the classroom. In this session we will explore how you can incorporate community engaged learning into your classroom, and you’ll learn some helpful tips for creating a great learning experience for you and your students.</td>
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<td>MLIB 1150</td>
<td><strong>Spicing Up Your Lecture</strong></td>
<td>Linda Ralston, Associate Professor, Parks Recreation and Tourism</td>
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<td>Cut the blah blah and actually get your students excited about your lectures! Sometimes only a lecture will do to cover a large amount of content, but it does not have to be boring. We will explore the barriers to exciting lectures, examine how we can eliminate those barriers, and create an environment that supports engaged learners. We will review how to use the 4 P’s and 5 E’s to design a dynamic and fun teaching style that is suitable for small or large classes. Bring a pen or pencil &amp; pick up the handout at the door. You will need it for the presentation.</td>
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*(Continued on next page)*
9:45 AM  SKILLS SESSION (continued)

MLIB 1170  Understanding the Research Process: Supporting Student Navigation of Research Resources
Lindsay Hansen, Graduate Fellow, CTLE; International & ESL Library Instructor, Marriott Library; Graduate Student, Linguistics
Developing effective research practices is a challenge for university students, especially for multilingual and international students. In this session we will learn about an online library guide for multilingual students which focuses on navigating the library, accessing research databases, evaluating sources, avoiding plagiarism, and citing sources. Through exploration of the library guide resource, we will also learn about various other resources for embedding research strategies into your curriculum. The session will include demonstrations and hands-on practice of different ways instructors across the disciplines might use the library guide to support our instruction of multilingual students.

MLIB 1715  Religion and Spirituality in the Classroom
David Derezotes, Professor, College of Social Work; Director, Peace & Conflict Studies Program
Is it possible to have a conversation about religion and spirituality in the classroom? And if so, how would the instructor manage such a conversation? In this session, participants will engage in a brief dialogue exercise on religion and spirituality, led by the facilitator. Time will also be set aside for participants to ask questions and engage in a conversation about how to conduct such dialogues, and deal with issues instructors often encounter. Participants will also have the opportunity to talk about specific challenges and opportunities in their own disciplines.

MLIB 1725  Leading a Discussion: Face-to-Face and Online
Alyson Froehlich, Higher Education Instructional Consultant, CTLE; Associate Instructor, Psychology
Have you ever attempted to lead a class discussion only to find yourself answering your own questions or having a conversation with only one or two students while everyone else just sits back and listens? This is a common problem faced by instructors, whether they are teaching in a face-to-face classroom or online. Come to this session to learn approaches to facilitating discussions and really getting students involved.

MLIB 1120  (MAC)/MLIB 1160  (PC)  Basic Canvas Training (2 hour session)  
Teaching & Learning Technologies
Are you new to Canvas, the University of Utah’s online learning management system? Whether you are teaching online, face-to-face (F2F), or a blend of both, students expect their courses to be supported by Canvas. Canvas makes the experience of sharing content, making announcements, providing feedback, and tracking student progress simple for the instructor. Attend this session to learn the basics of how to get started in Canvas as an instructor.

Please note: In order to best support training in Canvas, these sessions are limited to 15 participants each. Please register in advance at https://umarket.utah.edu/ctletaccworkshops/under Canvas Orientation.
10:45 AM BREAK

11:00 AM  | SKILLS SESSION II

**MLIB 1130  Teaching Large Classes**
*Beverly Brehl, Associate Director, CTLE; Assistant Professor (Lecturer), Family and Consumer Studies*

In many disciplines, large classes are the norm, and in most departments there is at least one introductory course with 100 or more students enrolled. Large classes present many challenges to teaching and learning. How as an instructor can you support student engagement in the large classroom? How can you help students to feel less anonymous – like they’re not just another face in the crowd? How can you possibly create and grade meaningful assessments when you have so many students? In this session we’ll explore some of the possible answers to these questions.

**MLIB 1140  Teaching with Primary Documents from the Marriott Library Special Collections**
*Alison E. Regan, Associate Librarian; Adjunct Associate Professor, University Writing Program*
*Jessica Breiman, Audio Visual Assistant, Moving Image and Sound Archives*

The Marriott Library Special Collections Department is filled with materials that ignite student curiosity and promote deeper levels of understanding of the historical record. Drawing on the experience of a librarian who teaches digital storytelling in the University Writing Program and an Archivist, this program will introduce instructors to examples of teaching with special collections materials. We will offer examples of how faculty from a variety of disciplines might engage students with physical items and their digital surrogates, and suggest ways that students could be encouraged to make use of the collection and professional expertise in the department.

**MLIB 1150  Facebook, Google Hangouts, & Tweets, Oh My! Social Media in the Classroom**
*Linda Ralston, Associate Professor, Parks Recreation and Tourism*

Students are more than acquainted with many social media networking tools, so why not incorporate these tools into your classroom to ignite interactions and foster engagements with the broader community. Learn how you too can utilize the cost effectiveness of using free social networks and the value of incorporating “real-world experiences into your classroom,” as well as the ability to encourage collaboration between students. You are welcome to bring your iPad, SmartPhone, or tablet as you will be invited to engage in several activities during the session.

**MLIB 1170  Developing Research Assignments**
*Darby Fanning, Assistant Librarian, Education Services*

This session will explore the formal research process as it leads to and intertwines with the student writing process. We will discuss the need for research assignments to address the development and application of several skills simultaneously: exploring discipline-specific content; utilizing the research process as a strategic tool for organization, time management and topic/thesis manageability; and developing critical thinking and basic writing processes as outcomes of the research process. There will be hands-on exercises and mind-map take-aways for instructors to provide for students.

(Continued on next page)
11:00 AM  

**SKILLS SESSION II (continued)**

**MLIB 1715**  
**Copyright in the Classroom**  
*Allyson Mower, Scholarly Communications & Copyright Librarian*  
Instructors can’t possibly create all of their own teaching materials – sometimes you need to rely on the works of others if you want to incorporate visuals into your presentation slides, provide readings, or have students view a movie clip. Do you know what counts as fair use, and when you’ve crossed the line into copyright infringement? Are you aware of the additional considerations that come into play when posting material online versus sharing it in the face-to-face classroom? Attend this session to learn the answers to frequently asked questions regarding copyright in the classroom, as well as how to access permission-free resources.

**MLIB 1725**  
**Classroom Civility**  
*Pat Tripeny, Director, CTLE; Associate Professor, School of Architecture*  
Both instructors and students play important roles in creating a civil climate in the classroom. In this session, we’ll discuss how to establish expectations for civil behavior, as well as what to do when participants in a classroom act uncivilly.

12:00-1:00 PM – LUNCH

Free pizza, soda, and salad will be served in the Gould Auditorium  
Additional seating available in the Faculty Center

1:00 PM  

**SKILLS SESSION III**

**Gould**  
**Incorporating Active Learning into the Classroom**  
*Holly Johnson, Higher Education Instructional Consultant, CTLE; Adjunct Assistant Professor, Art and Art History*  
Engage your students in the learning process by using strategies that will encourage them to take an active role in their education. In this session you’ll learn several activities that can be used in classes from the humanities to the sciences and everywhere in between.

**MLIB 1110**  
**Teaching Online: A Primer**  
*Alyson Froehlich, Higher Education Instructional Consultant, CTLE; Associate Instructor, Psychology*  
Teaching in an online environment involves more than uploading course material to Canvas. Although an online class should meet the same learning objectives as a face-to-face section, the way you structure the course, present material, and interact with students – and they with each other - will inevitably be different. In this session we will explore the online classroom and you will walk away with some tips for successful online instruction.

*(Continued on next page)*
SKILLS SESSION III (continued)

MLIB 1130   Designing Learning Outcomes
Bev Brehl, Associate Director, CTLE; Assistant Professor (Lecturer), Family and Consumer Studies
In order to assess student learning, we need to know first what we are measuring. This requires the creation of clear, measurable learning outcomes. In this session we will review the elements of an effectively-designed learning outcome, and explore how learning outcomes can be aligned with assignments and other learning activities. In a follow-up session (see Skills Session IV), you will learn how to incorporate your learning outcomes directly into Canvas.

MLIB 1140   Reacting to the Past: Teaching with Games and Simulations
Ann Engar, Professor (Lecturer), Undergraduate Studies (LEAP and Honors); Coordinator, Intellectual Traditions
In this session we will discuss game-playing in general, but will focus specifically on the Reacting to the Past movement in college teaching, now practiced at over 300 academic institutions worldwide. Reacting to the Past involves complex, role-playing games about historical, scientific, political and economic decision-making. Information about game creation will also be provided.

MLIB 1150   Learning and Memory – What Teachers Need to Know About the Human Brain
Karen Marsh, Associate Instructor, Linguistics; ESL Program Supervisor
Ever wish you could peer into your students’ minds and figure out what is going on in there? The answer may not be as remote as you think. Researchers have learned a great deal about how the human brain works, and not surprisingly, there are some clear applications for education. Attend this session to take a tour of the mind of a learner, and come away with some practical tips for improving classroom instruction based on how we actually learn.

MLIB 1170   Writing Across the Curriculum
Jay Jordan, Associate Professor, English/Writing Program
No one can deny the need for students to develop and polish their writing skills, but many instructors, particularly those who teach courses which do not traditionally include a heavy writing component, are not sure of the best way to do this effectively and efficiently. In this session, we will discuss the “whys” and “hows” of incorporating writing into courses in a variety of disciplines, as well as identify writing resources available on campus to instructors and students.

MLIB 1715   Syllabus Construction
Stephanie Richardson, Associate Professor, College of Nursing
Students have expectations about what goes into a course syllabus, as do curriculum committees. The University has requirements for what happens early in a course that can be satisfied by a well-constructed syllabus. In this session, you will learn how to create a syllabus that does not collapse under the weight of all these expectations but instead, makes a great first impression and guides both the student and the instructor through all the aspects of your course.  

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**1:00 PM**  
**SKILLS SESSION III (continued)**

<table>
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| MLIB 1120 (MAC)/MLIB 1160 (PC) | **Canvas Consultations (one-on-one, 30 minute sessions)**  
*Teaching & Learning Technologies*  
These one-on-one, 30-minute sessions are designed for instructors who have been using Canvas for at least one semester. Maybe you would like to explore a feature you haven’t used before (e.g., rubrics, peer review, group discussions), or maybe you need some insight on more effective ways to organize your course content – either way, a one-on-one with one of the resident Canvas experts can help you get ready for Fall semester.  
*Note: Space is limited. Please sign up at the registration desk – first come, first serve!* |

**2:00 PM BREAK**

**2:15 PM**  
**SKILLS SESSION IV**

| Gould | **Making Equations and Formulas Work for Your Students**  
*Pat Tripeny, Director, CTLE; Associate Professor, School of Architecture*  
Teaching formulas can be so...formulaic and boring. Is there a better way? Come to this lively session to discuss how to translate formulas and equations for students, making it a dynamic, interactive process of learning. |
|-------|----------------------------------------------------------|
| MLIB 1110 | **Learning Outcomes in Canvas**  
*Qin Li, Instructional Design Consultant, TLT*  
Apply what you know about learning outcomes (see previous session at 1 pm) to working in Canvas. In this session, you will learn how to set up outcomes in a Canvas course and integrate these outcomes in your rubrics to assess student work submitted through the assignment tool. This is a powerful way to outline standards and assess student learning at the course, department, and college level. This session is likely to be of interest to individual instructors, and those involved in curriculum planning and accreditation alike. |
| MLIB 1130 | **Exploring the Human Dimension as a TA in the STEM Classroom**  
*Asad Hasan Sahir, Recent Doctoral Graduate, Chemical Engineering  
Raheel Samuel, Graduate Assistant, Mechanical Engineering*  
In this workshop we will reflect upon and analyze the importance of the “human element” in the STEM Classroom. In STEM Education discussions, often the methodology of delivering content effectively (e.g. formulae, derivations, experiments) is rightfully emphasized, and the human dimension may not merit significant discussion. This session, led by teaching assistants and inspired by classroom experience, aims to provide a platform for participants to reflect upon strategies which may help to inspire in “creating a difference”.  
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<td>We Have the Tools, We Have the Talent – Adding Multimedia to Our Courses</td>
<td>Nate Sanders, Instructional Design Consultant, TLT</td>
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<td>This session will demonstrate methods for creating and adding multimedia to a course. Participants will see what resources can be used to assist instructors, as well as multiple methods for creating screen recordings (including screen annotations). This session will also weave into the conversation how students can create and upload multimedia for assignments and course communication, in an effort to enhance their learning experience.</td>
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<td>Grading &amp; Providing Feedback</td>
<td>Kimberly Aguilar, Graduate Fellow, CTLE; Graduate Teaching Assistant, Department of Communication</td>
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<td>Instructors create assignments to help meet their course learning outcomes; how we grade those assignments and provide feedback to our students is an integral part of the teaching and learning process. This session will include information about how to use rubrics as an assessment tool in the classroom to achieve clear communication of assignment expectations, provide timely feedback, and deliver detailed and effective comments on student work. Additionally, we will learn about several features on Canvas that allow instructors to integrate their rubrics and feedback into the online course management system.</td>
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<td>Plagiarism &amp; Cheating</td>
<td>Pam Hardin, Associate Professor, Nursing; Director Nursing Education Graduate Program</td>
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<td>Up to 75% of undergrads admit to cheating regularly. Life is not fair, but the classroom should be. Learn how to prevent and detect both cheating and plagiarism – and what to do with the culprit!</td>
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<td>These one-on-one, 30-minute sessions are designed for instructors who have been using Canvas for at least one semester. Maybe you would like to explore a feature you haven’t used before (e.g., rubrics, peer review, group discussions), or maybe you need some insight on more effective ways to organize your course content – either way, a one-on-one with one of the resident Canvas experts can help you get ready for Fall semester. <strong>Note: Space is limited. Please sign up at the registration desk – first come, first serve!</strong></td>
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Selected Campus Resources for Instructors and Students

CTLE - Center for Teaching & Learning Excellence
Web: www.ctle.utah.edu,
Phone: 801-581-7597
Our mission is to promote effective teaching and learning at the University of Utah. We offer a wide range of services, including courses, workshops (FREE!), and evaluations (FREE & CONFIDENTIAL!). If you are preparing a course for the first time, we’d be happy to help!

Center for Disability Services
Web: http://disability.utah.edu/
Phone: 801-581-5020
Provides direct assistance to students and work with instructors to provide accommodations such as in-class note-takers, readers, extended exam times and quiet exam rooms, interpreters for the deaf or hard of hearing, etc.

Counseling Services
Web: http://counselingcenter.utah.edu//index.htm
Phone: 801-581-6826
Individual and group counseling services are available to all students at costs based on university affiliation and income. No eligible person will be denied service for financial reasons. A wide variety of classes and workshops are also available.

DSL – Digital Scholarship Lab
Web: http://lib.utah.edu/services/digital-scholarship-lab/
Phone: 801-581-8558
Assists U of U faculty and graduate students with do-it-yourself, hands-on creation of digital scholarship and learning objects to enable research, teaching and learning.

LGBT Resource Center
Web: http://www.sa.utah.edu/lgbt/
Phone: 801-587-7973
The Lesbian Gay Bisexual Transgender Resource Center provides a comprehensive range of education, information and advocacy services, and works to create and maintain an open, safe, and supportive environment for LGBT students, staff, faculty, alumni and the entire campus community.

Student Health & Medical Services
Web: http://www.studenthealth.utah.edu/
Phone: 801-581-6431
Affordable health care for students. Provide a wide variety of services, as well as information about insurance.

TLT – Teaching and Learning Technologies
Web: http://tlt.utah.edu/
Phone: 801-585-0536
Provides services and support for use of technology in teaching, especially online. This is where you can learn about Canvas.

Testing Services
Web: http://testingcenter.utah.edu
Phone: 801-581-8733
Administration of both standardized placement exams and individual class make-up exams.

Women’s Resource Center
Web: http://www.sa.utah.edu/women/
Phone: 801-581-8030
Focuses on women’s needs such as single parent concerns, support for non-traditional students and gender issues.
## Breakout Sessions At-A-Glance

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