

Fostering Inclusive Excellence

INNOVATIONS  **in Teaching
& Learning**

14th Annual Conference
September 30, 2022
George Mason University

Time	JC Dewberry	JC Room A	JC Room B	JC Room D	JC Room F	Horizon Hall 5001	Horizon Hall 2008	Horizon Hall 2017	Horizon Hall 3012
9:00am	Keynote address								
11:00am		Embodied Cognition	Strategies for Collaborative Research	Composing Effective Recommendation Letters	Intentional Design Practices for WI courses	*Co-creating Belonging-ness			*Showcase Session: Cool Tools
12:00pm	Lunch								
1:00pm		Incorporating Evidence-Based Teaching Practices	Communities of Practice		Using Distributed Writing Feedback	*Trauma-Informed Pedagogy and Practice			*Showcase Session: Assignment & Course Building
2:00pm		Anti-Racist and Inclusive Teaching			Using Writing as a Learning Process		*Virtual Reality Technology in the Classroom	*Online Teaching Excellence Panel	*Showcase Session: Going Global
3:00pm		Alleviating Barriers to New Student Success		Integrating Community Engagement and Civic Learning in Your Course	The Art of Embodied Teaching		Supporting and Mentoring GTAs	*Equitable Assessment: Grading Contracts in WI Courses	*Showcase Session: Taking Your Next Steps in Anti Racist and Inclusive Teaching
4:00pm		Engaging Students in Mason CORE Classes			Supporting Dissertation / Thesis Writers			*Intensive Interactive Online Classes	*Showcase Session: Transforming Assignments
5:00pm	Reception								

* Denotes a hybrid/streaming session; Zoom links available in Sched

KEYNOTE

Engaged Teaching: Advancing Student Learning through Engagement

Dr. Claire Howell Major

Co-Author, *Engaged Teaching*

Co-Author, *Collaborative Learning Techniques*

Co-Author, *Learning Assessment Techniques*

Keynote

► 9:00am

► Johnson Center Dewberry Hall



The pandemic has taken a toll on university life. Both students and faculty report being burned out. Many faculty say that students are missing deadlines and skipping classes, and class activities that formerly had students excited and engaged are now falling flat. Without student engagement, it can be difficult for faculty to engage in turn. Add to that stressors such as emergency online teaching, a dearth of childcare, and accelerating work expectations, engaging in our work as faculty can be a challenge. Since engagement is a crucial element of successful teaching and learning both on-campus and online, however, it is important to ask ourselves: How can we reignite that spark? Engaged teaching can help.

Engaged teaching is more than funny stories or snappy activities; it is deep intellectual work that blends thinking, feeling, and action. It requires considering the what, why, and how of different instructional processes, such as designing courses, creating conducive learning environments, choosing methods, and reflecting on the process of improvement. In this session, participants will learn about a model for teaching that includes strategies for refreshing course engagement, focused specifically on understanding and promoting student learning. While there's no one magic solution to new teaching challenges, applying the principles of engaged teaching is an important first step.

Claire Howell Major is Professor of Higher Education at the University of Alabama. Her teaching and research center on faculty work, pedagogical approaches, technology for teaching, and online learning. Major has authored and co-authored several books, including five with Elizabeth Barkley. Their newest work is titled *Engaged Teaching: A Handbook for College Faculty*. They also have four additional texts that comprise the College Teaching Techniques series published by Wiley/Jossey Bass: *Interactive Lecturing*, *Student Engagement Techniques*, *Collaborative Learning Techniques*, and *Learning Assessment Techniques*. She has also published *Teaching Online: A Guide to Theory, Research, and Practice* (published by Johns Hopkins University Press) and *Teaching for Learning: 101 Intentionally Designed Educational Techniques to Put Students on the Path to Success* (published by Routledge, with Michael Harris and Todd Zakrajsek). Major's professional service also focuses on teaching and learning in higher education; one of her primary service activities is the co-founding and development of the K. Patricia Cross Academy (<https://kpcrossacademy.org>).

SESSIONS

► 11:00 - 11:50 am

Stearns Center Showcase | Cool Tools

Horizon Hall 3012

Fungal Biodiversity Adventure

Natalie Howe

Students can discover weird and wonderful surprises growing all around them by using the i-naturalist app to document and identify the biodiversity they see. This session will show you how to use this great phone app to support hands-on learning in undergraduate science courses.

Teaching with Data in the Social Sciences

Kimberly MacVaugh, Jasmine Spitler and Wendy Mann

George Mason University Libraries joined a nationwide study, Teaching with Data in the Social Sciences, initiated by Ithaka S+R to determine best practices for supporting undergraduate social science educators teaching data literacy. In Fall 2020, four library faculty interviewed 14 Mason instructors of undergraduate data intensive courses in the social sciences to learn about their teaching practices and identify their needs and concerns. Four of the classes represented have the Mason Core designation. We identified five main challenges facing these instructors: 1) the ethical issues inherent in collecting and generating data; 2) the difficulty of designing a single course to cover statistical concepts, software skills, and research methods; 3) students' math anxiety and psychological barriers; 4) students' limited digital and data literacy; and 5) general problems with accessing online software programs and resources. From these, we have generated four recommendations which will address students' access to software, technology and data support, as well as their lack of foundational computational skills needed to work with data. Our findings will benefit all instructors who are teaching with data at Mason, and attendees will learn how University Libraries can support their data instruction. A live lightning talk is an ideal modality, so we can present their findings and answer questions about the resources University Libraries offers for data instruction.

Emergent and Accessible 3D VR Platforms Enrich Online Learning

Katie Kehoe

When teaching classes online, I use Mozilla Hubs and Spoke to expand my methods for student engagement, explore how accessible online 3D VR spaces can complement class content, and empower students to cultivate a presence in online classes. Mozilla Hubs is a freely accessible online platform that supports users in meeting and collaborating in 3D VR spaces; it is supported by the application, Spoke. In Spoke, users build virtual 3D spaces using readymade assets, then publish them online, generating a link to share privately with whomever they choose to invite into the space; to join, users are not required to log in or pay and may participate with or without VR headsets. Upon entering, users select an avatar, can move around, talk with each other, screen share, and generate content.

By constructing 3D VR spaces in Spoke, one can create spaces that complement and enhance class content. For example, in my professional practices class, to facilitate a conversation supporting students in reflecting on and sharing career goals, I constructed a 3D VR space consisting of a large raft floating on a body of water surrounded by land. After introducing my students to the platform, they joined me, assembling on the raft, where I posed the question, "What are you fishing for in your career?"; a reflective and sincere conversation unfolded.

This presentation will be most beneficial to educators teaching online classes that involve discussion-based learning activities and multi-media lectures.

Interaction and Collaboration using Office 365 and Blackboard

Julia Tungli

Take a whirlwind tour of educational applications for Office 365 tools. Incorporate them into your Blackboard course to enhance interactions and foster collaboration among students across modalities.

Teaching with a First-Person Perspective Using a GoPro

Kelley Wiese

This session will describe the innovative and integrative use of technology in a hands-on learning laboratory class. This teaching strategy utilizes a GoPro and head strap to allow students to explore new material through a first-person perspective. This strategy was integrated into a 300 level Functional Anatomy course. Functional Anatomy is a dynamic course, exploring 360 degrees of the musculoskeletal components of the human body. Students are required to learn and demonstrate anatomical palpations (evaluation through touch) which involves hands-on learning and skill acquisition. Previously, videos for this course were recorded from a second- or third-person perspective with a static computer, which did not provide a multidimensional view of the skills. Therefore, a dynamic first-person exploration of this material was indicated. Instructors of a variety of disciplines that utilize hands on learning and laboratories. Participants will be able to: explain alternative video recording technology, adapt virtual lessons utilizing first person perspective, and create an immersive learning experience utilizing GoPro technology.

ARIE/DEI | Co-creating Belongingness: Affirming Student Voice and Ways of Knowing

Sheri Huerta, Rose Cherubin, Tianna Cobb, Sharon Doetsch-Kidder, and Akila Ka Ma'at

Horizon Hall 5001

Panelists raise awareness of how student voice is diminished or silenced through pedagogical practices, contribute research-

SESSIONS

► 11:00 - 11:50 am

based evidence on the importance of affirming student voice, and share effective strategies that engage with and affirm multiple ways of knowing. The more educators can give their students choice, control, challenge, and opportunities for collaboration, the greater their motivation and engagement will be.

Teaching with Writing | Intentional Design Practices for Writing-Intensive and Writing-Enriched Courses

Emily Staudt, Thomas Polk, Andrew Rudin, Leslie La Croix, Virginia Blair, Nathan Kathir, Douglas Eyman, Seth Hudson & Timothy Lilley
Johnson Center, Room F

Facilitated by the Writing Across the Curriculum Committee, this interactive session will focus on writing-enriched and writing-intensive course design. It seeks to introduce participants to the new Writing-intensive (WI) outcomes and offer practical strategies for adopting these outcomes into any course across the curriculum to improve course coherence and alignment

Mentoring and Online Teaching | Writing to Win: Composing Effective Recommendation Letters

Megan Bruening

Johnson Center, Room D

How do you quickly and effectively write a letter of recommendation for your student? This session will provide you tips and strategies to help you write the best recommendation possible!

Faculty Wellbeing & Professional Development | Strategies for Collaborative Research

Ariel Goldenthal, Kerry Folan, Lourdes Fernandez, Courtney Adams Wooten, Jessica Matthews

Johnson Center, Room B

This session presents a model for collaborative research in teaching and learning that uses the framework of Communities of Practice. Participants will discuss how to apply this model to their own research goals, solve common research problems (such as funding and time constraints), and consider approaches to collaborative and interdisciplinary research that will benefit students and faculty in the long term.

Classroom Activities | Embodied Cognition

Laurie Miller

Johnson Center, Room A

Embodied cognition-based activities engage students fully, body and mind. Learn about the theoretical and empirical foundations of embodied cognition that can help you design learning activities that connect students with complex concepts within your discipline in ways they find accessible, memorable, informative, and (dare we say it?) fun.

► 12:00 pm–12:45 pm

Lunch – Academic Themes Survey & Faculty Conversations

Johnson Center, Dewberry Hall

- Brief remarks from Provost and Executive Vice President Dr. Mark Ginsberg and Director of Teaching Excellence Shelley Reid
- Time for conversation with colleagues

► 1:00 pm–1:50 pm

Stearns Center Showcase | Assignment & Course Building

Horizon Hall 3012

Gap Analysis and Learning Objectives Made Easy

Constant Cheng

A 5-minute lightning talk involves three steps to set desired learning objectives and align with outcomes measured. A simple strategy to demonstrate that student participants have learned and applied specific concepts and skills against a set of learning objectives for any course that involves an applied-oriented project.

Experiential Classes: Simulating a whole semester in one class period

Melanie Fedri

Do you teach experiential classes and struggle with students' initial confusion or lack of comfort? Consider a highly engaging class-long simulation of the entire semester!

SESSIONS

► 1:00 pm–1:50 pm

Stearns Center Showcase | Assignment & Course Building

Horizon Hall 3012

Building Effective Teams: Setting student up for success and building team projects

Katie Rosenbusch

Setting up students for success. Collectively discussing what works and what doesn't in team projects.

Jump Start the Writing Process in Writing-Intensive and Writing-Enriched Courses

Leslie La Croix, Samita Arora, and Chelseann Christopher

This Lightning Talk Session shares a writing strategy for jump starting students' engagement in the writing process. During this session the presenters will share how they use graphic organizers, quick writes, and critical writing friends to establish a course-based writing community within their writing-intensive course.

ARIE/DEI | Exploring Trauma Informed Pedagogy and Practice: Consent in the Classroom

Courtney Diener and Caitlyn Largent

Horizon Hall 5001

Instructors, as well as the students they teach, also live in an increasingly traumatizing environment. Today, there is an influx of traumatizing media and information, as well greater conversation around experiences of trauma. Instructors face challenges that could be resolved by using trauma-informed strategies and creating a more consensual classroom.

Teaching with Writing | Using Distributed Writing Feedback to Promote Dialogue, Learning, and Inclusion

Susan Lawrence, Anna Sophia Habib, Thomas Polk

Johnson Center, Room F

When we think of responding to student writing, we may envision lengthy comments provided on a late or final draft. Feedback distributed through the life cycle of a writing project has advantages, however, as it can put student and instructor in an ongoing dialogue that can promote revision, learning, and inclusion. Such feedback, provided at multiple points in a student's development of a writing project, can include individual feedback, whole-class feedback, individual or small-group conferencing, rubrics, peer feedback, and automated responses. In this interactive session, participants will learn about the benefits of distributed feedback, identify moments in an assignment life cycle where feedback can have a strong impact, and explore an array of feedback forms.

Attendees will be given the space to reflect on their own habits of feedback and to interrupt that pattern with labor-saving and strategic implementation of diverse feedback methods. Specifically, this interactive presentation will engage participants through three activities: Opening reflection -- Participants will reflect on their own existing feedback strategies and timelines. Presentation -- Workshop leaders will present on the benefits of distributed feedback and overview an array of feedback forms. Interactive session -- Participants will explore how they might infuse their course with more frequent and consistent moments for feedback throughout the course or the life cycle of a writing project.

Faculty will walk away with practical and holistic strategies, including how to align feedback with learning outcomes, how to intentionally map feedback onto their course calendars, how to diversify feedback methods, and how to determine which feedback strategy is most appropriate for the task/assignment at hand.

This presentation can be useful to faculty teaching courses with lengthy writing projects, including writing intensive or writing-enriched courses across the curriculum. It can also be useful for any faculty who want to explore a variety of forms for responding to student writing.

Faculty Wellbeing & Professional Development | Communities of Practice for Developing Teaching Knowledge and Community in Higher Education

Jill Neson and Jessica Rosenberg

Johnson Center, Room B

Communities of Practice (CoPs) provide a venue for instructors to share teaching knowledge and build community among colleagues with similar interests or concerns. The focus of this session is introducing participants to CoPs, engaging in a model CoP discussion, and debriefing about the CoP experience and potential opportunities to develop CoPs at Mason.

Classroom Activities | Incorporating Evidence-Based Teaching Practices into the Classroom with Ease

Alison Melley

Johnson Center, Room A

In this session, instructors will enhance their knowledge of learning science and use this lens to develop a plan to improve their teaching effectiveness. This session will be ideal for instructors in the first years of teaching but also applicable for anyone interested in evidence-based teaching practices.

See full abstracts at <https://osf.io/meetings/ITL2022>

SESSIONS

► 2:00 pm–2:50 pm

Stearns Center Showcase | Assignment & Course Building

Horizon Hall 3012

Co-teaching across the Mason Fairfax and Mason Korea Campuses

Jennifer Ashley and Jihye Lim

In this presentation, we discuss our experience co-teaching a cross-continental synchronous course with students on both the Mason Korea and Fairfax campuses. Co-teaching this introductory course in Global Affairs allowed our students the opportunity to interact with their peers on the other campus in breakout groups during our synchronous sessions. Students expressed that the novelty of this kind of cross-campus collaboration contributed to an increased engagement with the material. They also reported that the course made them more interested in studying at the other campus. These kinds of cross-campus activities could be incorporated into face-to-face, as well as hybrid and online courses, and would be amenable to courses in a wide range of disciplines. In this session, we will signal some best practices that we have learned in designing sessions across campuses, including scheduling, facilitating interaction in breakout group activities, and creating related assignments.

Strategies for Crafting a Short-Term Global Education Program

Catherine Dobson

Study abroad programs are one way Mason students can engage with the global community. Study abroad programs are high impact learning experiences. This presentation is designed to empower Mason faculty members to consider designing their own programs. Instructors across disciplines are needed to lead study abroad programs. From this presentation, participants will take away how they can get started with a proposal and build a program. This program is inspired by personal experience with the Global Education Office.

Teaching Mason's Legacies Experientially

Steven Harris-Scott

This talk will cover my experiential "Mason Legacy trips" that I have taken several groups of INTO Mason international students on over the last semester-plus. The goal of these trips to the Enslaved People of George Mason Memorial and the Civil War Redoubt--along with corresponding lessons in a variety of classes offered at INTO Mason--are designed to give our international students a flavor of US history as it relates to GMU, George Mason (the man), and the area. Many classes in history, global affairs, the arts, other Humanities could adapt these for other student populations and disciplinary perspectives.

Mentoring and Online Teaching | Online Teaching Excellence

Darlene Smucny, Anya Evmenova, Stephanie Dodman, Yoosun Chung, Afra Ahmad, and Graziella McCarron

Horizon Hall 2017

How to be effective instructors and mentors, guiding and supporting our students to learn? In this panel, OTEA winners will share their tips, best practices, and strategies for quality online teaching and facilitation, particularly addressing instructor presence & course management; community & interaction; feedback & communication; and continuous improvement.

Classroom Activities | Using Virtual Reality Technology in the Classroom and Beyond

Jill Neson and Jessica Rosenberg

Horizon Hall 2008

Gen Z learners' exposure to exponential technology transforms their requirements for learning. Technology-enabled modalities such as Virtual Reality target adult learning, turn information into experience and provide an entertaining learning approach. Advances in technology make VR available and affordable and provide educators with a powerful tool to accelerate learning.

Teaching with Writing | Using Writing as a Learning Process, Not an Assessed Product

Leslie Goetsch

Johnson Center, Room F

This is an interactive session in which instructors will learn about and experience for themselves using informal writing to help students recognize their learning processes and deepen their critical thinking. Session participants will consider researched writing on the topic, use informal writing to process the information, discuss their thinking, and collaborate in the creation of genuine writing experiences in their courses that will focus students on their cognitive processes and critical thinking development.

ARIE/DEI | Anti-Racist and Inclusive Teaching: What Are You Doing and Where Are You Going From Here?

Aimee Weinstein

Johnson Center, Room A

Come explore not only your own efforts in Inclusive teaching, but also to engage with professors across disciplines about the practices that truly make a difference to students regardless of the subject. In this session we will spend time learning from each other about implementations of ARIE in our classrooms and departments as well as what tools we can implement going forward, and the support we need for success - as teachers and learners.

See full abstracts at <https://osf.io/meetings/ITL2022>

SESSIONS

► 3:00 pm–3:50 pm

Stearns Center Showcase | Taking Your Next Steps in Anti Racist and Inclusive Teaching | *Shelley Reid and Rachel Yoho*
Horizon Hall 3012

All of us are striving to create learning experiences that are more inclusive and that directly resist structural racism and other forms of discrimination. This can feel like a very tall order, since so many elements of teaching, from syllabus language to assignment design to in-class conversations, can affect students' sense of belonging and create (or limit) their opportunities. Stearns Center always emphasizes "small changes leading to high impact," and this workshop is designed to support that approach. We'll help you plan how to succeed at steps you have already identified, give you some ideas about the next next steps you can take, and let you see what your peers have been trying in their courses.

Teaching with Writing | Equitable Assessment: Grading Contracts in Writing-Intensive Courses

Courtney Adams Wooten, Carlos Chism, Anna Sophia Habib, Kelby Gibson
Horizon Hall 2017

This session will discuss grading contracts, which move away from points or letters-based grading, as a more inclusive and equitable approach to grading. We will briefly cover the scholarship on grading contracts, as well as the findings from our study using grading contracts at Mason. Participants can analyze and/or draft changes to their own traditional assessment materials.

Faculty Wellbeing & Professional Development | The Art of Embodied Teaching: How to Relax, Connect, and Still Feel Energized After Class

Sharon Doetsch-Kidder
Johnson Center, Room F

Through partner exercises, we can learn to cultivate seishi, or "living relaxation," so that we can lose habits of self-consciousness, connect with our students, stay centered and focused, maintain a sense of humor, and adapt our presentations/activities to real-time feedback from students' body language and verbal responses in the classroom. When our experience of teaching is one of living relaxation, we find that we feel energized, rather than depleted, after teaching. Beneficial for all faculty.

Mentoring and Online Teaching | Supporting and Mentoring GTAs: Lessons Learned and Emergent Issues

Jessica Rosenberg, Bob Sachs, Jill Nelson, Mark Snyder, Jaime Lester, Phoebe McClincy
Johnson Center, Room A

Graduate teaching assistants are central to the teaching of many classes at Mason, making their preparation for teaching critical to the education of our undergraduates. Come to hear from members of the Mason community who have implemented GTA professional development and to discuss ways to build on these efforts across the university.

ARIE/DEI | Faculty's Role In Alleviating Barriers to New Student Success

Aslihan Yildiz-Odeh
Johnson Center, Room A

Join us for an interactive session on challenges that face new Mason students and what role you can play as faculty to support your students through those challenges.

Classroom Activities | Integrating Community Engagement and Civic Learning into your Course

Leslie Kristen Wright and Shauna Rigaud
Johnson Center, Room D

Come learn about Mason's new Office of Community Engagement and Civic Learning (CECIL) and how CECIL can support your teaching. Participants will learn about community engaged pedagogies, civic learning course integration, and have the opportunity to work in teams to write and develop a civic learning outcome for their course.

► 4:00 pm–4:50 pm

Stearns Center Showcase | Transforming Assignments | *Crystal Anderson*
Horizon Hall 3012

Do you want assignments that engage students with your course content and each other? Would you like to improve student performance on your assignments? Do you want more students to benefit from your assignments? In this workshop, you will learn simple strategies to enhance student performance using the Transparency in Learning & Teaching (TILT) framework.

Mentoring and Online Teaching | Intensive Interactive Online Classes : Experience from Health Informatics Program

Sanja Avramovic
Horizon Hall 2017

During the COVID Pandemic, challenges arose due to a heightened sense of isolation, and the impact on students' interactions become obvious in many of our online classes. In this session we will discuss different ways to promote intensive interaction and to improve the experiences of students and faculty with online courses.

SESSIONS

► 4:00 pm–4:50 pm

Faculty Wellbeing & Professional Development | Engaging Students in Mason Core Classes

Laura Poms and Bethany Usher
Johnson Center, Room A

How do we get students to stop seeing Mason Core courses as just another requirement to check off? How can we demonstrate to students the value of a liberal education as a foundation for life-long learning and professional success? How do you engage your students in your Mason Core class? What challenges do you face when teaching a Mason Core course? Experienced instructors to those new to Mason Core or who have a vague interest in general education --- all are invited to this interactive session where we will share ideas and brainstorm ways to engage our students in the Mason Core.

Teaching with Writing | Supporting Dissertation/ Thesis Writers: Research-based Strategies from the Writing Center

Jenny Goransson, Esther Namubiru, and Idee Edalatishams
Johnson Center, Room F

This presentation is relevant to all faculty who advise on thesis and dissertation committees, or who work with graduate student writers. Attendees will leave with new strategies– rooted in writing center pedagogy and research on multilingual graduate students' needs– that can be applied to their in-person or virtual work with dissertation/thesis writers.

► 5: 00 pm–6: 00 pm

Reception

Johnson Center, Dewberry Hall

Join us for refreshments as we reflect on what we learned at this year's ITL and network with colleagues. Attendees will also be entered into a raffle to win great prizes, like books, Mason swag and more.

Deadline for Full-time Faculty Teaching Excellence Award Nominations | October 7 | [More Info Here](#)

Please visit our [Events Calendar](#) for upcoming workshops and events.

Thanks to our sponsor!

4-VA@Mason:

Funding Collaboration and Innovation in Higher Education



Our programs support four broad areas – Collaborative Research Grants, Course Sharing, Course Redesign, and Degree Completion – providing faculty with the resources to develop programs and pedagogies that advance educational design and research. What's more, 4-VA nurtures those ideas collectively by connecting Mason faculty and students with the six other universities in the 4-VA system – the College of William and Mary, James Madison University, Old Dominion University, University of Virginia, Virginia Military Institute and Virginia Tech.

Read about the *Great Things Happening through 4-VA@Mason*: Sign up for our newsletter



4VA@Mason. Furthering Education and Access.
Grounded in Collaboration, Innovation, and Technology.
<https://4va.gmu.edu/>

REFLECTIONS

Taking a brief moment to reflect on our learning can be powerful. We encourage you to use this space at the end of each session to reflect and commit to paper a key insight, takeaway, or plan of how you will use what you learned today in your own teaching.

Session topic, observation	My response, question, connection, inspiration, or plan to use

