
Meeting 1 of the Fall 2021 Faculty Professional Development Online Committee

Minutes Written—Tuesday, September 14, 2021 at 2:07 p.m.

Attendees

Todd Ging

Jenifer Lancaster

Jeff Tate

Notes from Meeting

The Professional Development Committee gathers feedback via virtual meetings at the preference of the committee.

A Google ballot was sent on Thursday, September 2, 2021, at 2:31 p.m. by the Committee Chair DeLisa Ging. The voting ended on Thursday, September 9, 2021, at 5:00 p.m.

Actions Voted on by the Professional Development Committee

The following actions received a majority vote by the Professional Development Committee.

- The committee chose to meet in an online format at least once during the given semester.
- **That's Not What Grandma Believed! - Creating Safety for New Ideas**

Dr. Brad Bull, head coach of the Forensics Administrative Team at Tennessee Tech University, will present three exercises to help students feel safe to contemplate new ideas. This process occurs through affirming the best of past traditions and emotional connections to family and culture, creating cognitive dissonance over accepted inaccuracies in outdated beliefs, and providing a plausible resolution to the cognitive

dissonance by illustrating the ability to hold emotional connections and new ideas in concert.

This presentation was originally scheduled for fall 2021; however, the speaker had a scheduling conflict and wished to reschedule. This presentation would be \$400.00.

- **Designing a Course Around Career Readiness**

Dr. Rachel Smydra, Oakland University, will share how faculty are largely responsible for creating courses that foster learning outcomes. Given the high cost of higher education and the amount of debt students incur, higher education stakeholders have become more concerned about the investment and value of a college education. In reaction, university leaders have been promoting student career preparedness through career-readiness initiatives. However, for most faculty in humanities, the idea of connecting content or activities to career readiness or helping students articulate the value of the degrees and their skills fails to align with the culture of their disciplines. Adopting a process that includes mapping course design elements to desired outcomes, along with building clear connections between knowledge and activities, can assist faculty in facilitating career readiness.

This presentation would be \$400.00.

- **Formative Assessment Is a Verb!**

Dr. Patricia Boatwright, Francis Marion University, will explain how formative assessment is the single most important instructional task that teachers can do for their students. Formative assessment should be thought of as a verb, not a noun. It should be used during class to drive instruction. Formative assessments gather critical information to elicit understanding during instruction. These high-quality interactions include questioning, classroom discussions, exit tickets, and reflective journals. Having a variety of formative assessment approaches allows teachers to measure, assess, and document student achievement. In this presentation, participants will learn how to implement a variety of powerful formative assessment strategies that will engage your students.

This presentation would be \$400.00.

- **Transforming Classroom Culture**

Dr. Liz Norell, Chattanooga State Community College, will offer ways teachers can change the classroom culture for the better. No matter the format of your class (in-person, virtual, online) you've probably struggled with students who are not engaged, awkward silences, or energy-snapping classroom sessions. The most rewarding teaching often comes when a group of students just "clicks," when you sense that students are as invested in the learning as you are. But how is this classroom culture created? This session explains how to bring greater presence/awareness to the classroom as a teacher and why doing so will boost the presence/engagement of your students. This session will explore tools for contemplating presence and in engaging self-discovery to boost your understanding of what you bring to the classroom. In addition, this session will focus on specific techniques to create a more engaging, positive, and supportive classroom culture. Ultimately, by creating more heart-centered classroom cultures, teachers have the power to transform the culture of higher education.

This presentation would be \$400.00.

- **Using Online Tools and Learning Science to Spark Curiosity and Amplify Learning**

Jane Sutterlin, Learning Designer at Penn State University, will explain how science can lead to greater curiosity and increased learning in the classroom. "Curiosity" is defined as "having a strong desire to learn or know something." Would it not be wonderful if all students had this level of curiosity about our subject matter? Curiosity can lead to increased knowledge and help students make connections among various pieces of information. So how can teachers create an environment where students are curious to learn more? In this session, information will be provided on the best practices for teaching and learning, as framed by the field of cognitive scientists. Participants will take part in practical teaching strategies that can be implemented in the classroom the following day. This session will focus on innovative ways to make teaching more effective and student learning more durable. Participants will leave with a collection of resources to spark students' curiosity, to deepen students' understanding of content, and to encourage students' ownership of learning.

This presentation would be \$400.00.



Next Meeting Agenda Item

The next meeting will be to vote in late January 2022 on the fall 2022 Professional Development offerings via a Google Ballot unless the need arises for a sooner meeting date.