

# University of Pittsburgh

## 2018 Assessment and Teaching Conference

University Club  
123 University Place

Friday, January 26, 2018

8:30-9:00 am

### Breakfast – Ballroom A

9:00-10:30 am Opening Remarks, Nathan Urban, Vice Provost for Graduate Studies and Strategic Initiatives  
Introduction of Keynote Speaker, Cynthia Golden, Director, University Center for Teaching and Learning

Keynote Address, Linda Nilson  
Director Emerita of the Office of Teaching Effectiveness & Innovation at Clemson University  
*Teaching to Attain the Assessments You'd Like to See*  
Biography and abstract are provided on page 5

10:45-11:45 am

### Break-Out Session 1

**Ballroom B:** *Undergraduate Program Assessment - Bradford Campus*  
Assessment of Undergraduate Education at Pitt-Bradford  
Steven Hardin  
Vice President and Dean of Academic Affairs  
University of Pittsburgh at Bradford

Jean Truman  
Assistant Dean of Academic Affairs and Associate Professor of Nursing  
Division of Biological and Health Sciences  
University of Pittsburgh at Bradford

Stephen Robar  
Associate Dean of Academic Affairs and Associate Professor of Political Science  
University of Pittsburgh at Bradford  
Moderator: Joe McCarthy, Vice Provost for Undergraduate Studies

**Conference Room A:** *College of General Studies*  
Beyond Assessment for Its Own Sake: Towards an Integrated Approach to Effective Learning and Teaching in the Undergraduate Online Classroom  
Dr. Boryana Dobreva  
Director of Academic Programs  
Moderator: John Twyning, Associate Dean for Undergraduate Studies

**Gold Room:** *Graduate Program Assessment*  
Introducing Soft Skills Development into Traditional MBA Assessments  
William T. Valenta  
Associate Vice Provost for Professional Programs & Assistant Dean, MBA & Executive Programs  
Katz Graduate School of Business  
Moderator: Nathan Urban, Vice Provost for Graduate Studies and Strategic Initiatives

11:45-1:00 pm

### Lunch – Ballroom A

1:15 - 2:15 pm

**Break-Out Session 2**

**Ballroom B:** *Faculty Panel: Technologies in Teaching – Ideas you can use*

Dawna Duff

Assistant Professor

Department of Communication Science and Disorders

School of Health and Rehabilitation Sciences

Orin James

Instructor of Biology

Division of Biological and Health Sciences, Bradford Campus

Eunice Yang

Assistant Professor

Mechanical Engineering Technology, Johnstown Campus

Moderator: Cynthia Golden, Director, University Center for Teaching and Learning

**Conference Room A:** *Faculty Panel: Teaching Large Enrollment Courses*

Jennifer Ganger

Lecturer

Department of Psychology

Svitlana Maksymenko

Senior Lecturer

Department of Economics

Meredith Guthrie

Lecturer

Department of Communications

Moderator: Joe Horne, Director of the Teaching Commons, University Center for Teaching and Learning

**Gold Room:** *Faculty Panel: Online Graduate Education for Working Professionals*

Mary Crossley

John E. Murray Faculty Scholar and Professor of Law

School of Law

George Dougherty

Assistant Professor

Graduate School of Public and International Affairs

Rosemary Hoffman

Associate Professor, MSN Program Director, and Clinical Nurse Leader Program Coordinator

School of Nursing

Moderator: Lorna Richey Kearns, Director of Next Generation Learning Initiatives, University Center for Teaching and Learning

2:15 – 3:30 pm

**Poster Session – Ballroom A**

**Dr. Linda Nilson**  
Director Emeritus  
Office of Teaching Effectiveness and Innovation  
Clemson University

**Keynote Address:** *Teaching to Attain the Assessments You'd Like to See*

This keynote addresses how best to help students achieve your learning outcomes for them and therefore perform well on your assessments. It will enable you to explain the appropriate relationships among student learning outcomes, assessments, and teaching methods, and then design and implement a well-aligned course. You will also learn how to select, adapt, and design teaching methods—that is, your students' learning experiences—that, according to research, are among the most effective tools for preparing your students to achieve your outcomes for them. These methods will also provide you and your students with valuable formative feedback.

### **Biography:**

Linda B. Nilson is director emerita of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University and author of *Teaching at Its Best: A Research-Based Resource for College Instructors*, now in its fourth edition (Jossey-Bass, 2016). She also wrote *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Anker/Jossey-Bass, 2007), *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* (Stylus, 2013), and *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (Stylus, 2015). Her newest book is *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research* (Wiley, 2018) with co-author Ludwika A. Goodson. Stylus will soon release *Creating Engaging Discussions: Strategies for "Avoiding Crickets" in Any Size Classroom and Online*, which she wrote with Jennifer H. Herman.

In addition, Dr. Nilson co-edited *Enhancing Learning with Laptops in the Classroom* (Jossey-Bass, 2005) and Volumes 25 through 28 of *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Anker/Jossey-Bass, 2007-2010) which is the major publication of the Professional and Organizational Development (POD) Network in Higher Education. She has also published many articles and book chapters and has given over 450 keynotes, webinars, and live workshops at conferences, colleges, and universities both nationally and internationally on dozens of topics related to college teaching and scholarly productivity.

Dr. Nilson's career as a full-time faculty development director spanned over 25 years. Before coming to Clemson University, she directed teaching centers at Vanderbilt University and the University of California, Riverside and was a sociology professor at UCLA, where she entered the area of educational development. After distinguishing herself as an excellent instructor, her department selected her to establish and supervise its Teaching Assistant Training Program. In sociology, her research focused on occupations and work, social stratification, political sociology, and disaster behavior.

Dr. Nilson has held leadership positions in the POD Network, Toastmasters International, Mensa, and the Southern Regional Faculty and Instructional Development Consortium. She was a National Science Foundation Fellow at the University of Wisconsin, Madison, where she received her Ph.D. and M.S. degrees in sociology. She completed her undergraduate work in three years at the University of California, Berkeley, where she was elected to Phi Beta Kappa.

## Posters

- 1) Rebecca Abromitis, Health Sciences  
*How Does Pretesting for PubMed Knowledge Spark Student Learning?*  
Oakland Campus
- 2) Jennifer Cacciotti, Nursing and Health Sciences  
*Neonatal abstinence syndrome-Utilizing student nurses in infant NAS assessment*  
Johnstown Campus
- 3) Walter Carson & Tiffany Betras, Biological Sciences  
*Engaging Student Scientists to Enhance our Understanding of Forest Degradation and Promote Inquiry-based Scientific Skills*  
Oakland Campus
- 4) Russell Clark, Physics and Astronomy  
*Transition of Introductory Physics Labs to an Inquiry Based Format*  
Oakland Campus
- 5) Sheila Confer, Humanities/First Year Studies  
*Engaging first year students in discussion about sex and sexual gender roles*  
Greensburg Campus
- 6) Leigh Coogan, Legal Writing  
*Cultivating Resilience in Students to Become Practice Ready Professionals*  
Oakland Campus
- 7) Colleen Culley, Pharmacy and Therapeutics  
*Drug Intelligence; Student Practice of Evidence-Based Medicine*  
Oakland Campus
- 8) Samuel Dickerson, Electrical and Computer Engineering & Renee Clark, Industrial Engineering  
*No Excuses: Use of Simple Active Learning in Electrical and Computer Engineering*  
Oakland Campus
- 9) Dawn Drahnak, Nursing and Health Sciences  
*Peer Led Nursing Simulation*  
Johnstown Campus
- 10) Laura Fennimore, Acute and Tertiary Care  
*Communicating executive level messages: Targeted Writing Assignments*  
Oakland Campus
- 11) Suzanna Gribble, Biological Sciences  
*Developing a Pre-Assessment Tool for BIOSC 0150*  
Oakland Campus
- 12) Rose Hoffman, Acute and Tertiary Care  
*Needs Assessment: What are the Needs of Pitt Online Faculty Teaching with the School of Nursing?*  
Oakland Campus
- 13) Nancy Kaufmann, Biological Sciences  
*Development and Assessment of Research-based introductory lab courses*  
Oakland Campus
- 14) Kirill Kiselyov, Biological Sciences  
*Peer-review presentation exchange in an undergraduate classroom*  
Oakland Campus
- 15) Olga Klimova, Slavic Languages and Literatures  
*ePortfolios and Project-Based Learning For Second Language Assessment*  
Oakland Campus
- 16) Daniel Lambrecht, Chemistry  
*Invigorating Math Education for Chemistry Majors with MoCChA*  
Oakland Campus

Updated 01/23/2018

- 17) Arash Mahboobin, Bioengineering  
*Scaffolding to Support Problem-Solving Performance in a Bioengineering Lab — A Case Study*  
Oakland Campus
- 18) Christina Mair, Behavioral and Community Health Sciences  
*Designing and Evaluating a Hybridized Course for Multilevel Analysis in Public Health*  
Oakland Campus
- 19) Irene Mena, Mechanical Engineering  
*Designing a Big Machine: A Description of a Hands-On Design Project in a Large Engineering Course*  
Oakland Campus
- 20) David Nero, Physics and Astronomy  
*The Triumphs and Challenges of Flipped Physics*  
Oakland Campus
- 21) Leslie Poljak, University Library System  
*Critically Analyzing Information: What do first-year students need to know?*  
Oakland Campus
- 22) Sarah Ruffell, Biology  
*Once Upon a Time in Pittsburgh: Children's Literature and Science Communication as a High Impact Practice (HIP)*  
Bradford Campus
- 23) Amy Seybert, Pharmacy and Therapeutics  
*Comprehensive Incorporation of Multi-Modal Simulation, New Technologies and Innovation into a Core Doctor of Pharmacy Course*  
Oakland Campus
- 24) Lisa Stabryla, Civil and Environmental Engineering  
*Use of Active Learning and the Design Thinking Process to Drive Creative Sustainable Design Solutions and Promote Inclusive Classroom Environments*  
Oakland Campus
- 25) Eugene Wagner, Chemistry  
*Guided and Open Inquiry Laboratory Experiments for Honors General Chemistry*  
Oakland Campus
- 26) Rhonda Wasserman, Law  
*The Flipped Classroom*  
Oakland Campus
- 27) Kyle Whittinghill, Geology and Environmental Science  
*Incorporating Cooperative Learning Activities into GEOL 0840: Environmental Science*  
Oakland Campus