

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, 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
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) Nancy Kaufmann, Biological Sciences
Development and Assessment of Research-based introductory lab courses
Oakland Campus
- 13) Kirill Kiselyov, Biological Sciences
Peer-review presentation exchange in an undergraduate classroom
Oakland Campus
- 14) Olga Klimova, Slavic Languages and Literatures
ePortfolios and Project-Based Learning For Second Language Assessment
Oakland Campus
- 15) Daniel Lambrecht, Chemistry
Invigorating Math Education for Chemistry Majors with MoCChA
Oakland Campus
- 16) Arash Mahboobin, Bioengineering
Scaffolding to Support Problem-Solving Performance in a Bioengineering Lab — A Case Study
Oakland Campus

Updated 01/23/2018

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