



SEWANEE'S FACULTY SHOWCASE: **TEACHING & SCHOLARSHIP IN A FLASH!**



On February 21, the Office of the Dean of the College and the Center for Teaching hosted the first of what we hope will become a recurring event: the Faculty Flash Presentation Showcase.

The program was designed by the CFT advisory board, and Mark Hopwood (Philosophy) served as the event emcee. Seven faculty members from a range of departments and programs presented their current work in scholarship and/or teaching: Courtney Thompson (Women's

and Gender Studies), Eric Keen (Earth and Environmental Systems), Bill Engel (English), Rob Bachman (Chemistry, FYP), Mila Dragojevic (Politics), Alison Miller (Art History), and Brandy Tiernan (Psychology/Neuroscience).

All seven of our inaugural presenters beautifully rose to the challenge of speaking for no more than three minutes. Participants also had time built into the program to mingle and enjoy conversation and refreshments with the presenters and each other.

Thank you to the CFT Advisory Board and to Elizabeth Skomp, Associate Dean for Faculty Development and Inclusion!

Our heartfelt gratitude as well to all who came to help us celebrate the hard work of our colleagues, despite the soggy weather conditions that afternoon!



CFT EASTER 2019 INNOVATIVE GRANT AWARDEES ANNOUNCED!

The Advisory Board of the Center for Teaching recently met to review applications for the Innovative Teaching (IT) Grants program. The following grants were awarded:

- \$2000 to **Tammy Schlosky** (Economics) in order to obtain additional training and expertise in order to more effectively teach classes in Finance, particularly Corporate Finance.
- \$500 to **Richard Apgar** (German) in order to make improve the way that he teaches his classes about Germany. He stated that the materials procured will directly result to "student projects that move beyond surface-level observations to a more critical engagement with memorial practices."
- \$480 to **Dewey Hammond** (Accounting) to receive training and materials to facilitate the Harvard University's Program on Negotiation (HPON) in his classes. His goal is to help students learn and put into practice specific negotiation strategies as well as deal with ethical questions surrounding conflict resolution.
- \$1400 to **Serkan Karadas** (Economics) to receive further training and development in the teaching of investments and financial derivatives.
- In an effort to share their activities with the University community, these recipients will give a public presentation related to their awards in an appropriate forum. It is expected that these presentations will be done during the

Congratulations



TAMMY SCHLOSKY



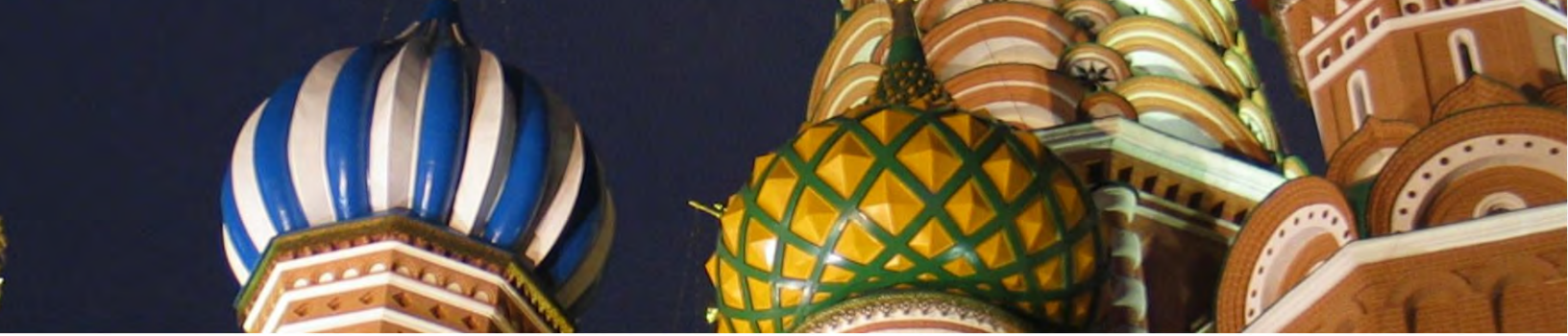
RICHARD APGAR



DEWEY HAMMOND



SERKAN KARADAS



2018 CFT INNOVATIVE TEACHING GRANT

STRONGER, TRUER, AND BETTER: DEVELOPING MORE INFORMED STORIES ABOUT RUSSIA AND ITS NEIGHBORING NATIONS

BY YULIYA LADYGINA, GRANT AWARDEE (EXCERPTS FROM REPORT)



Since I first arrived on the Mountain in 2015, one of my main educational objectives was to diversify the Russian Department's curriculum, which at the time was tailored to the study of the canonical works written predominantly by ethnic Russians. Inspired by Sewanee's sincere commitment to expand the principles of diversity, equity, and inclusion in programming and curriculum, I set out to design and re-design a number of courses that now feature works by authors and artists representing many ethnic minorities in the territory of modern Russia, as well as former Imperial Russian and Soviet colonies. The most telling of these new multidisciplinary courses with a global perspective are "RUSN 305: Representation of the Caucasus in Russian Literature and Film," "RUSN 355: "The Other" in Soviet and Contemporary Russian Cinema," "RUSN 364: Putin's Russia and Its Resistance Culture," and "RUSN 365: Multicultural Russia: Race, Ethnicity, and Narrative in the Russian/Soviet Empire."

The Center for Teaching generously funded my participation in the professional development program organized by the School of Russian and Asian Studies (SRAS) that took place last summer, June 30 - July 9, in Ukraine and Georgia. My participation in the program allowed me to accomplish several professional objectives – pedagogical development, course enhancement, and summer abroad program enhancement. It will not be an exaggeration to say that their positive ramifications reach far beyond the confines of my new courses.





STRONGER, TRUER, AND BETTER (CONTINUED)

The SRAS professional development program brought teachers of Slavic and Eurasian cultures from around the world and facilitated discussions of the most critical issues in the field. These collaborative and multidisciplinary conversations were beneficial not only because they introduced me to new ideas, materials, and methodologies, but also because they encouraged me to reflect on my role in the classroom and to look for new ways not only to empower and inspire my students, but also to engage them creatively with my own research, which focuses on Russia's troubled relations with its post-Soviet neighbors, Russia's state-sponsored informational warfare, and their representations in media and arts....

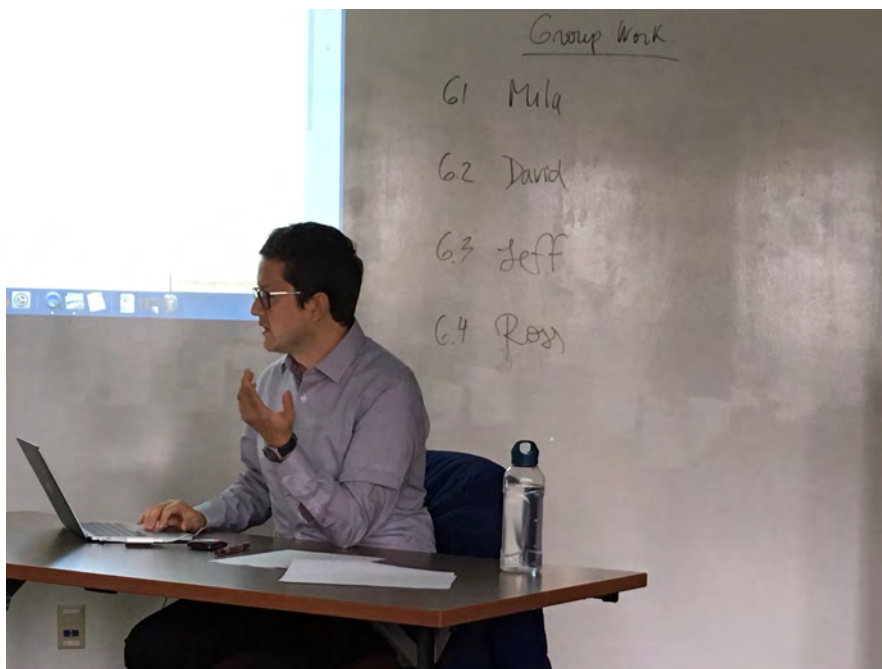
With these objectives in mind, I took special care upon my return to campus to combine a variety of study materials and teaching methods with interactive learning activities. I use games—course-appropriate variations of Jeopardy and Debate—and complement texts with visual materials. I find that customizing in-class activities, home assignments, and written work to the individual interests of my students is an effective way to keep them enthusiastic and self-motivated about learning. As an alternative to a standard essay, I have asked students this semester to compose personal letters to one of the authors we study, write a diary entry from the perspective of one of the characters we discuss, and make a 50-second short film on a course-related topic. All of my students reported that while it was at times challenging to imagine themselves in the midst of a pogrom carried out by the Ukrainian Cossacks somewhere in the mid-seventeenth-century Poland or the Bolshevik revolution in Baku, it was also insightful and infinitely gratifying!

"I enjoy Dr. Ladygina's course because its materials exposed me to cultures and traditions that I would otherwise not have a chance to explore. While I have taken other classes on Russian culture, I never realized how diverse and multicultural the region is. I really value this course because it opens my eyes to new cultures and points of view on the USSR and post-Soviet Russia".

~ Fleming Smith, IGS Major, C'19

TEACH & TELL 1: EXCITING NEW WAYS TO USE FILMS IN THE CLASSROOM!

Arturo Márquez-Gómez (Spanish and Film Studies) presented our first teach & tell of the spring semester on February 18th, titled “Working with Films in Classes.” Librarian Pat Thompson started the session by showing some of the many multimedia databases available for Sewanee’s academic community, including Films on Demand, Swank, and Academic Video Online. For more information on these and more, go to <https://library.sewanee.edu/findaudiovideo/streamingvideo>.



In his teach & tell, Prof. Márquez focused specifically on the Kanopy streaming video service. He demonstrated some of the most exciting (and time saving) features of Kanopy, like making shareable playlists of films for your courses, browsing for films by topic/discipline, and easily editing short film clips for viewing in class or for assigning as part of student work. He also explained how he incorporates Google docs into his assignments so that students can work collaboratively on film analyses and commentaries. If you have not yet explored Kanopy, it is definitely worth checking out: think of it kind of like an academic Netflix! You can get to it quickly by going to <https://sewanee.kanopy.com/>. We have access to over 30,000 titles via Kanopy, including feature films, documentaries, and more. Though not required, you can also sign up for a free account to take advantage of all its features. Arturo is always open to talking to anyone about using film in their classes or about Kanopy; feel free to get in touch with him for more information!

TEACH & TELL 2:

"TO FLIP OR NOT TO FLIP?" AND ALL OTHER QUESTIONS!

We had a wonderful turnout on March 28 as we welcomed our first teach & tell presenter from the School of Theology, Dr. Ben King. He discussed a three-year experiment with a pseudo-flipped classroom, for which he received a technology grant from the SoT. To enable richer discussion, Ben divided his large class in half. One half



watched a recorded lecture while the other half had discussion.

The lectures were recorded so that both Ben and his slides were visible. After some editing, he then posted them in iTunes U so students could easily access them at any

time. In a future semester, he allowed his students to vote whether to hold class using this “flipped” format or go back to traditional (live) lectures one day a week with discussion for the whole class on the other class day. The students voted overwhelmingly in favor of Ben lecturing live. Interestingly, though, in a follow-up survey, some students said they do watch the recorded lectures sometimes (especially when they miss class or feel they need to review), and a handful said they wished that they had voted for the flipped format all along.

However, by and large, most students said they preferred the live lectures, even if it means class discussions must be held in larger groups. Some cited concerns that a video would not hold their attention or teach them as much. Others noted a desire for more interactivity than the videos allowed. Ben is still examining the survey data, thinking about how he might tweak this format, and whether he will use it again in the future. He also wonders how undergrads’ reactions to it might differ from that of his SoT students. In the meantime, anyone in the world can find Ben’s lectures on iTunes U, including you! Feel free to check them out! We hope to have many more SoT faculty present at the CFT in the future, and we are grateful to Ben for leading the way.

TEACH & TELL 3:

HOW TO DEAL WITH "DIFFICULT SUBJECTS" AND "TOUCHY TOPICS"

A large crowd came on April 11th to hear Kati Curts (Religious Studies) talk about a classroom technique that she developed, in part, in connection with last summer's course (re)design experience at the CFT. She described a highly orchestrated dialogue method that she called a modified "fishbowl," with one group in the middle discussing a topic while others around the perimeter watch and assess.

By listening carefully and "mapping" the dialogue with a series of symbols, Kati and her students created visual representations of the conversation taking place in the middle of the room.



Examples:

T = textual reference ? = question was posed * = high quality comment
+ = helps bring others in

After each dialogue, Kati and her students debriefed the experience. These meta-conversations covered many topics, including: how the dialogue went for all involved, what a positive dialogue looks and feels like, what they wish they had said but didn't (and why). Students were involved in creating and tweaking the rubric and mapping tool, observing and assessing each other, and reflecting upon what a substantive and respectful dialogue entails. Kati shared all of her materials with participants (e.g., dialogue map tool and rubrics); please feel free to email her to find out more!

And if you, too, are interested in getting some feedback from your colleagues about a new idea you'd like to try in a course, we encourage you to sign up for the 2019 Course (Re)Design Experience. Look for more details and sign up information later in this issue.



TEACH & TELL:
How About Group Exams?
**PROMOTING
COLLABORATION AND
REDUCING ANXIETY
THROUGH GROUP
TESTING**

Last November 29, 2018, the Center for Teaching hosted Prof. Evan Joslin to provide a Teach & Tell on the advantages and challenges of using group exams in her Chemistry classes. She gave her exams on Tuesday nights from 7:30-9:30 pm. The individual portion is one hour and 25 minutes long. It is 100 points and constitutes 80% of the student's grade. Thereafter, the students complete the Group portion, which is 50 points and 20% of the grade. However, there is a caveat: **the group portion can only help, not hurt, the student's grade.** Four to five questions are taken from the individual exams and written responses are formulated by groups assigned by the professor.

Evan conducted the group exams in Advent 2017 and Easter 2018. The results showed that the group exams have helped individual grades by 3% (on average) and the Class Average score by 2.7%. She also relayed some of the challenges that group exams pose including scheduling and the students' comfort level with individual exams. However, post-test assessments reveal that in response to the question "Should I continue group exams next semester?", the majority of her students in both classes answered Yes or Definitely! If you are interested in putting this technique into your assessment menu, Evan would be happy to share her experiences with you!

2019 CFT MINI-GRANTS: BEYOND THE CLASSROOM!



This article features the widespread impact that our Mini-Grant Program had on teaching across campus this semester. These grants, which were limited to \$500, were used for a variety of activities. Most of these accounts are written from the perspective of the faculty member involved in the experience.

Peter Povey (Music)

Music Study in Nashville

On December 2nd, 2018, six music students visited Nashville thanks to a CFT grant under the umbrella of Commercial Music as a component of their music study. As part of my position

as an Applied Faculty member at Sewanee, it is important for me to stay up-to-date with current trends and shifts in the market to enable our students to be as well-equipped as possible when leaving Sewanee. I record in the studios in Nashville on most of the current soundtracks and pop records currently being released. I am grateful that I have been able to build up a network of colleagues in the commercial music industry that our students can tap into for internships and career counseling.

Reagan Lamb, Caleb Thorn, Liam Corley, Meg Sheehy, Sophia Harnew-Spradley and Erin Elliott spent the day in Nashville, meeting students majoring in commercial music at Belmont and

2019 CFT MINI-GRANTS: BEYOND THE CLASSROOM!



and Erin Elliott spent the day in Nashville, meeting students majoring in commercial music at Belmont and Lipscomb, and also meeting with current members of the faculty at the two schools and touring recording spaces and their studios. Most of the commercial/industry music faculty at Belmont and Lipscomb have multiple Grammy awards to their name and are responsible for dozens of No. 1 Billboard Top 100 Singles and Albums. It was a perfect opportunity for our students to experience what life could look like if they were to venture into the ultra-competitive world of commercial music. Unfortunately, because Sewanee does not have a commercial music program, this trip was very important for our students.

The highlight of the visit was an rock and movie score show that our Sewanee students took part and performed in, with students and professionals from all three schools. As a lead-in to our visit to Sewanee, I spent the previous month putting together a performance that would benefit our students, and also show Nashville what talent we have up on the mountain. As beautiful as it is up here, Sewanee is very isolated!

The show was a HUGE success! Our students impressed everyone in attendance! And for those seeking a career in the commercial music industry, again it was vitally important for our Sewanee students to meet and perform for some of the top producers and engineers currently working in Nashville.

Thanks to some recent tax benefits, Nashville is becoming the center of the recording world for all types of music. New studios are being built, and major companies are moving to Nashville, so the job market is more open than in recent years. Thank you to the Center for Teaching for their generous grant that helped transport the students down to Nashville. It was an experience that no-one will forget anytime soon!



2019 CFT MINI-GRANTS: BEYOND THE CLASSROOM!



Paige Schneider (Politics)

Field Trip to Equal Justice Institute, National Lynching and Memorial Museum (Montgomery, Alabama)

My Politics of Poverty class went on a field trip to the Equal Justice Institute, National Lynching Memorial and Museum in Montgomery Alabama on November 4th. The tour of the museum was

outstanding, providing a rich learning opportunity about historical and contemporary racial injustices in the U.S. Ending the day at the Lynching Memorial was both a somber, and emotionally powerful experience, as we confronted the truth of our past, and contemplated racial healing and how best to move forward as a nation.

2019 CFT MINI-GRANTS: BEYOND THE CLASSROOM!

Sid Brown (Religious Studies)

Field Trip to the Legacy Museum: From Enslavement to Mass Incarceration and the National Memorial for Peace and Justice (Montgomery, Alabama)

Students in RELG 305: Religion and Animals went to The Legacy Museum: From Enslavement to Mass Incarceration and the National Memorial for Peace and Justice in Montgomery, Alabama, to help explore connections between (and complications of linking) racism, sexism, speciesism, and ecocide. Many students viewed the names of those lynched in the counties in which they were born and raised and began to realize a side to their home history countering a more nostalgic narrative, while others were affirmed in their suspicions about roots of racism at home. Viewing in the museum signs that began “No dogs” and ended with “No blacks, Mexicans, or Jews,” they saw a new side to the idea of “the animal” as “the conceptual vehicle for justified violence,” as SylKo writes.




**The Legacy Museum:
From Enslavement to
Mass Incarceration**

You're invited!



SEWANEE
THE UNIVERSITY OF THE SOUTH
CENTER FOR TEACHING


2nd annual!

QUICK FACTS!

Course (Re)Design Experience Aug. 14-15, 2019

Join the Center for Teaching and our collaborators for the second annual course (re)design experience! Sessions on best principles in course design and designing for inclusion plus three exciting thematic tracks, with time built in for reflection, work, and feedback from colleagues.

Track 1: Global Learning with Prof. Richard Kieley of Engaged Cornell




Richard Kieley is co-author of *Community-based Global Learning: The Theory and Practice of Ethical Engagement at Home and Abroad* (Stylus, 2018). This track will examine key elements of community-engaged pedagogies and their roles in supporting global learning both domestically and internationally. Participants will discuss:

- Fostering Intercultural competence and cultural humility
- Advancing critical reflection, and
- Cultivating civic engagement and global citizenship

The session offers pedagogical tools to achieve these learning outcomes and methods for assessing them using the Global Engagement Survey tool, which has been piloted at Sewanee this year. Participants will receive a free copy of the book. This session will be valuable for those who teach local courses with key components taking place in the community, programs that require students to study abroad, and staff developing co-curricular programs that take place in the community. Anyone wishing to clarify how this track benefit them in their programs, please contact Jim Peterman, Director of Civic Engagement: jpeterm@sewanee.edu


Track 2: Metacognition and the Writing Process with Prof. Stephanie Batkie



Metacognition, or the ability to think about thinking, is a learned skill. It requires that students pay attention to *how* they are thinking in order to develop an awareness of the ways they approach, process, and produce meaning out of class materials or tasks. More importantly, metacognition can also be a valuable tool in creating an inclusive classroom. For a skill like writing, focusing on metacognitive practices can help students moves past a "born with it" model: some students are simply born good writers, and others are not. In this session, we will workshop a variety of possible assignments and course structures based on metacognitive models that teach students to attend to how they are learning, and more critically, why they are learning.

This session will be valuable to faculty in any discipline in which writing is a key component. Stephanie Batkie is a Teaching Associate Professor in English; she is also part of the Medieval Studies faculty and teaches in the Humanities program. Her scholarly work focuses on late-medieval literature in Middle English, Anglo-Latin, and Anglo-Norman. Since 2016, she has also served as the Director of the Sewanee Writing Center and the Director of Writing Across the Curriculum. For more information about this track, please contact her at sibatkie@sewanee.edu

Track 3: What, Why, and How: Reducing Anxiety in the STEM Classroom with Profs. Clint Smith and Kristen Cecala



Fear is pervasive in STEM classrooms, as students continually reiterate a pre-established narrative of their own abilities. Helping students rewrite this narrative is essential to cultivate purposeful, resourceful, and goal-directed learners. This session will focus on inclusive strategies to enhance student resilience in STEM classrooms to enhance curiosity, to encourage persistence, and to enable reflection.

This session will be valuable to faculty in any STEM-related discipline. Clint Smith is Assistant Professor of Biology. Prior to coming to Sewanee in July 2016, he was a postdoctoral fellow in the Division of Pediatric Infectious Diseases at Vanderbilt University Medical Center. He received his Ph.D. in biochemistry from the University of Kentucky. Kristen Cecala is Assistant Professor of Biology and Co-director of the Island Ecology Program. She is interested in how environmental change alters the ecology and distribution of amphibians and reptiles through behavioral mechanisms. For more information about this track, email Clint at ecssmith@sewanee.edu or Kristen at kkcecala@sewanee.edu.

- ▶ Breakfast, lunch, and snacks are provided on both days.
- ▶ Schedule is approximately 8:30-4:30 both days, with work time and breaks built in. **You are expected to have a syllabus and/or assignment draft ready to share with other participants by the end of the second day.** You may have reading to do to prepare for your track sessions.
- ▶ You must sign up for only ONE track, but you will have the opportunity to attend a one-hour "sampler" session of a second track.
- ▶ Anyone can participate, regardless of rank or term of appointment. If you participated last year, you can participate again!
- ▶ Participants receive a modest stipend after attending both full days, completing an evaluation, and submitting a draft of (re)designed materials.
- ▶ Participants are expected to attend at least one follow-up event or participate in one additional (related) CFT program in 2019-2020.

To sign up for the course (re)design experience, go [HERE!](#)

OUTSIDE THE GATES: OPPORTUNITIES FOR TEACHING TRAINING & FACULTY DEVELOPMENT

issotl

International Society for the Scholarship of Teaching and Learning



SoTL Without Borders:
Engaged Practices for Social Change

October 9-12, 2019
Atlanta, Georgia | United States



ISSOTL19

Travel and Hotel

Conference Theme

Call For Proposals

Proposal Reviewer
Instructions

ISSOTL19

October 9-12, 2019

The International Society for the Scholarship of Teaching and Learning is helping to change the direction of higher education around the world. The Center for Excellence in Teaching and Learning at Kennesaw State University is proud to be hosting ISSOTL 2019 in Atlanta, Georgia. Atlanta's dynamic fusion of traditional southern charm with a culturally diverse, inclusive community serves as the perfect backdrop for ISSOTL 2019. The theme, SoTL Without Borders: Engaged Practices for Social Change, aims to examine global teaching practices in a meaningful way in the heart of the city of Atlanta.

2019 ETSU STEM Education Conference and

**Action Workshop -- Galvanizing Interdisciplinary STEM
in Tennessee (GIST)**



Conference and Workshop Theme: **Interdisciplinary STEM
Courses in Higher Education**

STEM Conference: Wednesday, June 5 & Thursday, June 6;

GIST Action Workshop: Thursday June 6 & Friday, June 7.

THANK YOU! THANK YOU!

The Center for Teaching has had a great year, thanks to the hard work and generous support of many people. We'd like to give a special shout out to:

Our fabulous Advisory Board

Kati Curtis	Emily Puckette
Mark Hopwood	Courtney Thompson
Romulus Stefanut	Chris Van de Ven

Presenters

Ben King	Kati Curtis
Arturo Marquez	Sid Brown
Evan Joslin	Alison Miller
Stephanie Batkie	Shelley MacLaren

Everyone who participated in Connected Colleagues, the Celebration of Teaching, and Faculty Flash Showcase!!!

The helpful folks in LITS including Adam Hawkins and Helen Stapleton

Our Student Advisory Board, especially Lakeisha Phillips, our work-study student for the 2018-2109 School Year!

COLLEGE RECOGNITION AWARDS

The Center for Teaching would like to extend a hearty congratulations to the following recipients of this year's College Recognition Awards.

TEACHING
Melody Lehn

SCHOLARSHIP
Woody Register

SERVICE
Stephanie McCarter

OUR WEBSITE AND CALENDAR



BETSY SANDLIN

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RAEMANACSA

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