

Concurrent Sessions

| | Option 1 | Option 2 | Option 3 |
|-------------------------------------|--|---|--|
| Concurrent Session I 1:00-2:15 | Meaningful Applications of Universal Design: Syllabi, Assignments, and Interactions Virginia Room | What's a Boundary Got to Do with It?: Creating Wellbeing through Healthy Boundaries Prince Edward Room | What's the Brain Got to Do With It?: Building Resiliency in Ourselves and Our Students Blackwell Ballroom |
| Concurrent Session II 2:30-3:45 | First-Year Learning Outcomes In Your Course Virginia Room | What's Reflecting Got to Do with It? How Student Writing Can Help Us All Feel Better. Prince Edward Room | Teaching Content < -- > Teaching Learning Blackwell Ballroom |
| Concurrent Session III 4:00-5:15 | Meaningful Applications of Universal Design: Syllabi, Assignments, and Interactions Virginia Room | What's a Boundary Got to Do with It?: Creating Wellbeing through Healthy Boundaries Prince Edward Room | Teaching Content < -- > Teaching Learning Blackwell Ballroom |

Concurrent Session I

Meaningful Applications of Universal Design: Syllabi, Assignments, and Interactions

Adam Franssen, Asst. Director for Curriculum Design, CAFÉ; Dana Miller Kieran, Director, Disability Resources

The principles of Universal Design (UD) and Transparent Learning and Teaching (TILT) can help all students clearly understand class, assignment, and communication expectations. In this interactive workshop, we will apply the principles of UD and TIL to make small but significant changes that can improve course outcomes for students and decrease stresses on faculty members. Please bring a course syllabus, a sample assignment, and a willingness to discuss techniques to improve classroom interactions. We'll work to foster growth in students and balance to our overall wellbeing.

What's a Boundary Got to Do with It? Creating Wellbeing through Healthy Boundaries

Maureen Walls-McKay, Director; David Davino, Staff Psychologist, Counseling and Psychological Services (CAPS)

Did the student profiles from this morning generate questions or concerns? Do you struggle with feeling depleted or angry or resentful? Do you go home thinking your efforts are never enough? Join Dr. David Davino and Dr. Maureen Walls-McKay, psychologists in CAPS, to dig deeper into classroom (and out of classroom) situations that can lead to anxiety, confusion, and burnout. Establishing and maintaining clear boundaries are primary ingredients to self-care. Healthy boundaries contribute to decreased stress, increased workplace satisfaction, and overall general wellbeing (physical, emotional, intellectual, and spiritual) – for you and for your students.

What's the Brain got to do with it? Building Resiliency in Ourselves and Our Students

Catherine L. Franssen, Associate Professor/Director, NeuroStudies Minor, Psychology

Our mission will be to identify the kinds of stress affecting you as a faculty member and our students (bring lists and/or we'll make them together). We'll briefly explore the specific challenges we face through the lenses of psychology, biology, and neuroscience (count on taking a quiz or two- no advanced studying necessary!). Then, we'll focus heavily on how to manage stress in ourselves and our students and enhance well-being (can't wait to combine your ideas with the research!). Expect to leave with concrete ideas on how to build resilience throughout your semester for you and your students.

Concurrent Session II

First-Year Learning Outcomes in Your Course

Emily Heady, Senior Director Student Success and Retention
Melissa Rhoten, Director, Civitae

Faculty teaching freshmen are already helping to accomplish Intellectual First-Year Outcomes in their classrooms. But what about outcomes focusing on Whole Person Health and Identity? This session will focus on ways faculty can incorporate more of the first-year learning outcomes in their courses. Participants will brainstorm ways to have classroom conversations, to develop assignments, and to model the types of self-reflection that lead students to engage with and reflect on material in ways that encourage them to develop holistically. In so doing, faculty will also reflect on the ways how they design their courses contribute to their own well-being.

What's Reflecting Got to Do with It? How Student Writing Can Help Us All Feel Better.

Heather Lettner-Rust, Writing and Rhetoric Coordinator, Civitae

Will reflection help you be better, stronger, and faster in the classroom? Will reflection help your students be better, stronger, faster? YES. Reflection is a habituated meta-cognition requiring critical inquiry into what you know and understand about learning (Anson & Moore 2016). This session invites you to discover the differences among different types of critical reflection and how to select the right type for your disciplinary lens and your students' introduction to, practice with, and mastery of content. We will practice reflective strategies and generate ideas for reflective practices to suit your pacing of instruction and course design.

Teaching Content < -- > Teaching Learning

Pam Tracy, Director, CAFE

We often frame teaching content and teaching learning skills in opposition to each other when both are critical for student success. How do we ensure that students learn necessary disciplinary content AND practice effective reading, communication, critical thinking, and study skills? How can we use content to encourage more student responsibility for learning and preserve instructor time and energy? In this workshop, we will develop strategies for teaching content and learning practices simultaneously. In preparation, consider one of your courses where you feel most challenged with balancing content with learning skills. Bring the syllabus and any related materials.

Concurrent Session III

Meaningful Applications of Universal Design: Syllabi, Assignments, and Interactions

Adam Franssen, Asst. Director for Curriculum Design, CAFÉ; Dana Miller Kieran, Director, Disability Resources

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