This event is brought to you by:

Eberly Center for Teaching Excellence & Educational Innovation
Office of the Provost, Farnam Jahanian
Office of the Vice Provost for Education, Amy Burkert
The Simon Initiative

Teaching & Learning Summit Advisory Committee:

Maggie Braun, Biology, MCS
Keith Cook, Biomedical Engineering, CIT
Drew Davidson, Entertainment Technology Center, CFA
Tylesha Drayton, Engineering and Public Policy, CIT
Charlie Garrod, Institute for Software Research, SCS
Amy Gijsbers Van Wijk, School of Drama, CFA
Rebecca Gulotta, Human Computer Interaction Institute, SCS
Karyn Moore, HNZ
Clive Newstead, Mathematical Sciences, MCS
Susan Polansky, Modern Languages, DC
Stacie Rohrbach, School of Design, CFA
Garrett Stack, English, DC
Anita Woolley, TPR

Eberly Center Teaching & Learning Summit Planning Team:

Marsha Lovett, Director
Chad Hershock, Director of Faculty & Graduate Student Programs
Judy Brooks, Director of Educational Technology & Design
Katie Walsh, Teaching Consultant
Emily Weiss, Teaching Consultant
Heather Dwyer, Former Teaching Consultant
Kate Hamilton, Post Doctoral Teaching Consultant
Megan Sanders, Post Doctoral Teaching Consultant & Research Associate
Michelle Pierson, Business Administrator
CMU faculty and graduate students are great innovators – not only in their scholarly and creative works, but also in their teaching. The Teaching & Learning Summit celebrates and showcases the exciting ideas and evidence-based approaches that our colleagues are applying here at CMU and beyond.

1:00pm  Welcoming Remarks
1:10pm  Keynote:  

Dr. Daniel T. Willingham  Cognitive Psychologist  
Critical Thinking: Why Is It So Hard to Teach?  
Translating research into practical strategies

2:10pm  Break
2:20pm  Roundtable Discussions
3:05pm  Break
3:15pm  Quickfire Interactive Talks
4:15pm  Poster Session & Networking Wall, with Appetizer buffet
5:00pm  Adjourn

A “networking wall” provides an interactive space for potential collaborators to connect with one another, respond to written prompts about teaching, seek collaborators, and post contact information.
Roundtables

2:20pm Rangos Ballroom
Registered participant: find your table assignment (topic and table number) on the back of your nametag

- Teaching and grading creativity and innovation
- Teaching critical thinking
- Teaching communication skills within and across disciplines
- Designing and managing group work and team projects
- Implementing active learning or flipped classroom strategies
- Leveraging technology-enhanced learning in your teaching
- Teaching via making in studio or maker spaces
- Incorporating gamification strategies into course design
- Teaching interdisciplinary courses
- Teaching and reaching heterogeneous students
- Motivating students
3:15pm (in designated rooms)
Delivered by faculty and graduate students to rapidly showcase innovative and effective teaching

**McKenna/Peter/Wright** (second floor)

<table>
<thead>
<tr>
<th>Leadership Development through Student Choice and Reflection</th>
<th>Blogging as Practice in Applied Philosophy</th>
<th>Multidimensional Student Growth in a First Year Program</th>
<th>Tackling Diverse Student Backgrounds Before, During and After Class</th>
<th>Effective Strategies for Teaching Group Work</th>
</tr>
</thead>
</table>
| Molly McCarter  
CFA, Drama | Aidan Kestigian  
DC, Philosophy | Maggie Braun  
MCS, Biology | Lauren Cook  
CIT, CEE | Jeria Quesenberry  
DC, Info Systems  
Joe Mertz  
HNZ |
| lifelong learning,  
assessment design | collaborative learning,  
discussion facilitation | first-year seminars,  
metacognition | scaffolding,  
just-in-time teaching | service learning,  
teaching at scale |

**Connan** (first floor)

|---|---|---|---|---|
| Clayton Merrell  
CFA, Art  
Catalina Achim  
MCS, Chemistry | Jen Liu  
CFA, Architecture | Bob Monroe  
TPR | Ryan Roderick  
Pierce Williams  
Susan Tanner  
DC, English | Marsha Lovett  
DC, Psychology |
| team teaching,  
inter-disciplinary course design | condensed course design | program development,  
online course design | collaborative learning,  
team teaching | data-informed teaching,  
assessing student learning |

**Danforth Lounge** (second floor)

<table>
<thead>
<tr>
<th>If you can’t write it down, you don’t understand it</th>
<th>Blogs as Tools to Engage Students During Courses and Beyond</th>
<th>Community Engagement: Promising Practices in Global and Local Contexts</th>
<th>Engaging Students in Mathematics Through Active Learning</th>
<th>The IDeATE Gallery</th>
</tr>
</thead>
</table>
| Bryan Webler  
CIT, MSE | Eleni Katrini  
CFA, Architecture | Therese Tardio  
DC, Modern Languages | Clive Newstead  
MCS, Math | Daragh Byrne  
CFA, Arch/IDEATE |
| teaching communication skills,  
assessment design | public blogging | service learning,  
mentoring student teams | think-pair-share,  
peer review, recitations | online peer critique,  
flipped studio classroom |
Kingdom of Creation: Applying Learner-Centric Learning and Teaching Principles

Brasier, Daniel
Rule, Gordon
MCS, Biological Sciences
Hershock, Chad
Lovett, Marsha
Eberly Center

Pairing animations with practice/feedback improves learning in an online biology module

Carver, Sharon
DC, Psychology / Children's School
CMU’s Children’s School: A Learning Laboratory Modeling and Refining Research-Based Practices

D’Antonio, Jason
MCS, Biological Sciences
Flipping A Science Class Leads To Enhanced Learning, Reading and Writing.

Dear, Tony
Choset, Howie
SCS, Robotics Institute
Flipping Undergraduate Robotics and Creating Interactive Online Content

Delahay, Anita
DC, Psychology
Assessing Prior Knowledge to Support Personalized Instruction

Dwyer, Heather; Kojtak, Lynn; Sanders, Megan; Hershock, Chad; Lovett, Marsha Eberly Center

Can you train large numbers of undergrads online to be effective TAs?

Eichmanns Maier, Gabriele
DC, Modern Languages
Torello, Francesca
CFA, School of Architecture

Digital Vienna 1900

Gatterbauer, Wolfgang
Ravi, R
TPR

Inquisitiv: Bootstrapping Virtuous Learning Cycles

Gerritsen, Dave
Zimmerman, John
Ogan, Amy
SCS, HCII
Supporting class discussion through live notification and personal pedagogical training

Glavan, Mary
Harrell, Jessica
DC, English
Using Google Drive to Support Collaboration and Process Writing

Harrell, Jessica
DC, English
Rethinking Assignment Practices in Humanities Courses

Harrell, Mara
DC, Philosophy
Students Learn Argument Diagramming Better with More Practice

Inventado, Paul Salvador
Scupelli, Peter
CFA, School of Design
A Data-Driven Design Pattern Methodology to Facilitate Effective Pedagogical Practice in Online Learning Systems

Jakubiak, Brittany
DC, Psychology
The five-sentence summary: A pre-writing exercise to scaffold empirical writing

Jones, Chris
Youngs, Bonnie
DC, Modern Languages
French Online

Katrini, Eleni
CFA, School of Architecture
Teaching a Developing Multi-disciplinary Field of Study

Kaynar, Dilsun
SCS, Computer Science Department
Bier, Norman
OLI and Core Collaborations
Cortina, Tom
SCS, Computer Science Department
Teaching Principles of Computing with OLI

Keating-Miller, Jennifer
DC, English
Noubarkhsh, Illah
SCS, Robotics Institute
Carson, John
CFA, School of Art
Art, Conflict and Technology in the North of Ireland

Liu, Gang
DC, Modern Languages
New Visions of China through Documentary Films and Cross-Cultural Peer Learning

Lopez, Antonio-Javier
MCS, Biological Sciences
Corbett, Albert
Maclaren, Benjamin
SCS, HCII
Using Clickers to Engage a Group in Collaborative Problem Solving and to Inform Cognitive Tutor Development

Neuwirth, Chris
DC, English/HCI
An OLI-based Tutor for Teaching Prose Style

Olsen, Jennifer
Aleven, Vincent
SCS, HCI
Rummel, Nikol
Combining Collaborative and Individual Learning with an Intelligent Tutoring System

Owens, Jessica
Shai, Nitsan
Academic Development
CMUBalance.org
Owens, Jessica
Academic Development
Carnegie Mellon's Undergraduate
Collaborative Learning Programs

Reineke, Juliann
DC, English
Strategies for Graduate Writing Success

Rivers, Kelly
Koedinger, Ken
SCS, Human-Computer Interaction
ITAP: The Intelligent Teaching Assistant for Programming

Rohrbach, Stacie
CFA, School of Design
Ishizaki, Suguru
Werner, Necia
DC, English
Understanding Students' Intrinsic Motivations for Engaging with TEL Tools that Teach Visual Communication Skills

Sakr, Majd
Kalvani, Mrigesh
Dashit, Cameron
SCS, Computer Science
Managing Resource Cost for a Large Online Project-Based Course

Sakr, Majd, SCS, CSD
Dwyer, Heather, Eberly Center
Lovett, Marsha, DC, Psychology
An Online Course on Academic Integrity for Distance Learning

Scupelli, Peter
CFA, School of Design
Brooks, Judy
Eberly Center
Design Futures: a Flipped, Open Learning Initiative Course

Shanmugaraj, Nisha
Wodzak, Sophie
DC, English/Vice Provost for Education
The Paraphrasing Spectrum: Using Interactive Videos to Teach Rhetorically-based Source Use

Shashinkant, Tanvi
MCS, Biological Sciences
Emily, Charleston
MCS, Chemistry
Weinberg, Zara
Brasier, DJ
MCS, Biological Sciences
Hershock, Chad
Eberly Center
Small groups dramatically improve analysis and critical evaluation of biology research

Sieg, Wilfried
DC, Philosophy
Sakr, Majd
SCS, Computer Science
Bier, Norman, OLI
Strategically Segmented Problem Solving

Sibiba, Candace
DC, Modern Languages
Blended Learning in the Foreign Language and Literature Classroom: Technology to Build the Bridge between Language and Content?

Sooriamurthi, Raja
DC, Information Systems
Puzzle-based Learning: Introducing Critical Thinking and Problem Solving

Subramanian, Shoba
MCS, Biological Sciences
A Multi-Pronged Approach to Enhance Learning Outcomes in a Diverse Classroom

Sutner, Klaus
SCS, CSD
Discrete Math Primer

Vuolo, Leonard
MCS, Chemistry
Weiss, Emily Daniels
Eberly Center
Impact of Exam Wrappers on Improving First-Year Student Learning and Exam Performance in Introductory Chemistry

Walker, Devon
CIT, Chemical Engineering
Hands-on learning in the classroom with Org-mode

Wallach, Stephanie
Provost's Office, URO
SPEAK UP! Cross-Disciplinary Communication Skills Seminar for Summer Undergraduate Researchers

Walsh, Matthew
DC, Psychology
Successive re-learning: The next frontier in educationally relevant psychology research

Walsh, Katie, Eberly Center
Lovett, Marsha, DC, Psychology
Hershock, Chad, Eberly Center
Hamilton, Kate, Eberly Center
Sanders, Megan, Eberly Center
Comparing Full-Semester and Condensed Courses

Webler, Bryan
CIT, Materials Science & Engineering
Weiss, Emily Daniels
Eberly Center
An Instructional Approach to Improve Student Writing

Weiss, Emily Daniels, Eberly Center
Braun, Maggie, MCS
Hannon, John, Student Affairs
EUREKA and the MCS Metacurriculum

Wetzel, Danielle
Werner, Necia
Ishizaki, Suguru
DC, English
Improving Writing Instruction

Wu, Sue-mei
DC, Modern Languages
Technology-enhanced learning for Chinese language, theater performance and culture

Zapanta, Conrad
CIT, Biomedical Engineering
Chung, Wayne
CFA, Design
Dickert, Joanna
Undergraduate Research Office
Cross-Disciplinary Design Teams for Biomedical Engineering Design
Upcoming this semester...

**HOW MUCH IS TOO MUCH?**

Roundtable Discussion
Tues, Nov 1
Noon-1:15pm
Rangos 3, CUC

How do we maintain our commitment to educational rigor while promoting a culture that values both academic success and holistic well-being?

Register to attend:
http://www.cmu.edu/teaching/facultyworkshops/

---

Teaching Innovation Award
Nomination Deadline - November 7, 2016
Submit a nomination for the 2017 Teaching Innovation Award at:
http://www.cmu.edu/celebration-of-education/
teaching-innovation/teachinginnovationnom.html

---

Eberly Center
Teaching Excellence & Educational Innovation
Carnegie Mellon University
eberly-ctr@andrew.cmu.edu
412-268-2896