Sharing Insights from Small Group Grant Projects and other Scholarship of Teaching and Learning

January 31, 2014

Small Group Grant Projects

**Michael Schnack, Brian Chu, Seana Benz ’14, and James Ofalt ’16** reviewed best practices for and surveyed Muhlenberg students and faculty about end-of-term juries for vocal performance and made recommendations to the Music Department for implementation.

**Kim Gallon and Miachaune (Mia) McJunkins ’15** conducted research to support re-design of the course *African American Mass Media* and make contributions to the Black Press Research Collective (BPRC), a digital humanities project.

**Sherri Young, Marsha Baar, Keri Colabroy, Rachel Halpern ’14, and Zachary Shuler ’15** are engaging in revisions to the organic laboratory curriculum to include alternating lab experiments with guided-inquiry activities.

Teaching Conference Attendees (who received funding from FCT from March 2013-January 2014)

**Mohsin Hashim and Jack Gambino** presented a paper looking at the MILA-Bangladesh course’s efficacy at enhancing notions of global cosmopolitan citizenship at the Annual Conference of the Northeastern Political Science Association in November. **Kim Gallon** participated in a panel titled "Teaching and Personalizing Media History in the Digital Age" at the Annual Convention for the American Journalism Historians Association this fall. **Roland Kushner** reported how he integrates his research (analyzing large-scale data sets on arts in the U.S. at the national and local levels) in the classroom at the Association of Arts Administration Educators in March 2013. **Michael Schnack** developed a workshop called "Teaching Tuning, Balance, and Groove in Choral Jazz: What I’ve Overheard from Dalcroze." for the First International Conference of Dalcroze Studies held in the UK in July.

This summer **Jim Peck** attended the Annual Faculty Institute sponsored by Reacting Consortium at Barnard College and then implemented a Reacting to the Past unit in his Theatre and Society course. **Krista Bywater** attended the 2013 Critical Participatory Action Research Summer Institute with an eye to incorporating participatory action research (PAR) into her teaching. This fall, **Teresa VanDenendSorge and Karen Dearborn** attended the National Dance Educator’s Conference in part to inform the development of the new dance education track within the major.
Sherri Young participated in the Process Oriented Guided Inquiry Learning (POGIL) Northeast Regional Workshop in June with the ultimate goal of writing her own POGIL activities for organic chemistry. Will Gryc recently attended a POGIL workshop and is implementing this pedagogy in his calculus course this semester. Will also participated in an online workshop entitled “Authoring Effective Homework Problems with WeBWork” offered through the Mathematics Association of America.

At the Mathematics Association of America MathFest this summer, Penny Dunham participated in a short course on resequencing calculus topics that connects to departmental discussions on 100-level courses. In June, Linda McGuire attended a workshop entitled "Big Data and Data Mining for Mathematicians" with an eye to applications in statistics classes. Byungchul Cha and Daniel File attended the workshop "Teaching the Statistical Investigation Process with Randomization-Based Inference" prior to the Joint Mathematics Meetings earlier this month. Margaret Dodson attended the United States Conference on Teaching Statistics in May 2013.

Additional Scholarship of Teaching and Learning (SoTL)
Sue Curry Jansen, Susan Kahlenberg, Roberta Meek, Elizabeth Nathanson, Kate Ranieri, David Tafler, and Lora Taub-Pervizpour presented on teaching and learning at the Union for Democratic Communications conference in November. John Sullivan chaired this panel entitled “Media & Social Justice: Utilizing Critical Topics and Pedagogies to Enhance Democratic Communications in the Classroom.”

Erika Sutherland presented "Yesterday’s Medicine Today: Teaching Naturalism with Un viaje de novios" at last spring’s Symposium on Spanish and Latin-American Women Writers: From Enlightenment to Hispanic Modernismo at FIU. This presentation was an early, interactive version of an article that will be published next year in the MLA volume, Approaches to Teaching the Literature of Emilia Pardo Bazán (ed. Susan Walter and Margot Versteeg).

Lanethea Mathews-Schultz and Alexandra La-Tronica Herb published, "Using Blackboard to Increase Student Learning and Assessment Outcomes in a Congressional Simulation," in the Journal of Political Science Education Vol. 9 Issue 2, 2013. This article explores the integration of a multiweek legislative simulation with the Blackboard (9.1) Platform in an effort to understand how technology may increase student engagement, collaborative learning, and assessment.

Amy Hark contributed to a manuscript (Shaffer et al. 2014 CBE-Life Sciences Education, in press) reporting on undergraduates’ attitude and knowledge learning gains from participation in course-based genomics research projects.

Marsha Baar and Sherri Young ran a workshop that compared the pedagogical benefits of microwave heating within two different style ovens at a recent Mid-Atlantic Association of Liberal Arts Chemistry Teachers held at Widener University.