This Common Hour session highlights recent course and pedagogical development work across campus. Colleagues who sought FCT support in the form of summer grants or funds to attend teaching conferences as well as those who participated in the May 2011 course design workshop are sharing what they have learned with the campus community. Brief descriptions of the projects to guide you as you circulate through posters and table presentations are given below (presenters are indicated in bold type). Please see map of room to locate presentations of interest. Thank you to all presenters and attendees!

**Gretchen Gotthard, Samantha Molchany ’11, and Grace Garlatti ’11**
This study examines the effectiveness of two different modes of assessment (i.e., authentic assessment and traditional assessment) on knowledge that students gained through an active learning lesson on the geography of Australia. Our results showed that authentic assessment (i.e., walking on a map of Australia to specific locations) produced better recall than traditional assessment (e.g., multiple choice questions).

**Kathy Harring and Laura Edelman**
We revised Psychological Statistics to align with research from the Bringing Theory to Practice brain-based pedagogy and ideas from the Course Development workshop. The class exercises and homework assignments provided concrete experiences for students to work in small groups to reflect on course concepts and data, to develop abstract predictions about concepts, and to actively test their own ideas.

**Clif Kussmaul**
I am the PI for an NSF TUES grant, for which we are developing learning materials for computer science that use process oriented guided inquiry learning (POGIL), in which teams of students with defined roles & processes work through scripted activities designed to help them develop their own understanding of key concepts. POGIL has been used & validated in other disciplines for many years.

**Linda Bips, Kate Richmond, and Stefanie Sinno**
We will share our revisions to the introductory psychology course when its enrollment changed from 30 to 50 students. We describe two innovations, empirical research assignments and hot topics, that allowed us to teach this course in a manner that continued to address the departmental goals of students’ understanding the importance of psychological research and encouraging students’ active engagement in the classroom.

**Erika Iyengar**
How do I cover a lot of content in a methods-centric course for freshmen? I will discuss using the jigsaw method in your FYS to provide background information, cover a lot of skills, and provide a sense of ownership for the students.

**Lanethea Mathews and Ali Herb**
This project explores using Blackboard to increase student learning and assessment outcomes in a Congressional simulation. One experience we will talk about is the peer feedback functions on the Blackboard platform.
Cathy Marie Ouellette
I developed a new course, The Inquisition, which covers the historical period from 1478 to 1860, and connects several geographical regions around the Atlantic through the broader theme of "race-thinking". Course materials included historical, literary, artistic, religious, gendered, and linguistic considerations of how conceptions of race changed throughout the period of the inquisition across the Atlantic.

A.J. Barnold
This January, I attended the National Institute on the Teaching of Psychology (NITOP) Conference. The conference presented a wide variety of useful information for both new and experienced teachers, as well as new research on pedagogy and the science of learning.

Penny Dunham
I used FCT funds to attend MathFest and participate in a 2-day minicourse, "The Mathematics of Folding and Unfolding." The course featured the mathematics of origami and modern applications of folding. I've already incorporated some of the ideas into MTH 116, Symmetry & Shape, and shared folding activities at a Math Club event.

Pearl Rosenberg
I will share an inquiry-based teaching and learning approach that utilizes works of art that I learned about at a Lincoln Center Institute’s (LCI) International Educator Workshop and through on-going utilization of LCI resources available to participants. This work helped me to develop and teach a First-Year Seminar entitled, "The Figure Reframed: Representing the Body in Art" (taught Fall 2011).

Sharon Albert and Mark Stein
We worked toward integrating interdisciplinary team-teaching methods into our shared First Year Seminar course, "Arabian Nights, Disney Days." We created assignments that underscored the intersection of our disciplines to foreground the idea of interdisciplinarity in the students’ own consideration of the Arabian Nights. To do so, we both explored recent developments in Nights and orientalism scholarship, to find sites of intersection and diversion of discipline.

Erika Sutherland
From ingredients to dinner to a fully nutritional plan: Lesson plans in alignment with curricular goals.

Michael London
I will talk about the development of an Apprenticeship model of teaching in my Organizational Behavior class. I designed the classroom as a community of practice in which the students shared responsibility for creating the learning environment.

Francesca Coppa
My FCT grant was for exploring the use of digital tools, and I’d like to talk about the pros and cons of the MiroCommunity site that we built in my FYS, "Writing About Remix," for the purpose of collaboratively curating and discussing online video. Our page is online at http://writingaboutremix.mirocommunity.org.

Roland Kushner
I’m talking about how I use and manage data on the arts economy to study communities. The overall project involves several dozen indicators of arts and culture activity at the county level around the country. This presentation examines National Endowment for the Arts grants per capita in counties, looking at pedagogical and course content emerging from the research process.