**CFDE SUMMER TEACHING INTENSIVE 2019
Jones Room, Woodruff Library**

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| Thursday, August 8 | Friday, August 9 |
| 8:30-9:00 | Sign in & Light Snacks | **8:30-9:00** | Sign in & Light Snacks |
| 9:00-10:30 | **Session 1***Student Motivation and Engagement in the Classroom*Elizabeth Kim | **9:00-10:30** | **Session 5** *Recognizing, Relating to, and Referring Students in Distress*Adrienne Slaughter & Jane Yang |
| 10:30-10:45 | Break | **10:30-10:45** | Break |
| 10:45-12:15 | **Session 2***Autism in the Classroom: Tools for Success*Jennifer Sarrett & Matt Segall | **10:45-12:15** | **Session 6***Creating Engaging Online Discussion*Mindy Goldstein, Stephanie Parisi & Rebecca Purdom |
| 12:15-1:15 | Lunch | **12:15-1:15** | Lunch |
| 1:15-2:45 | **Session 3***Understanding Teaching Observations and the Class Evaluation Process*Jennifer Hayward & Patti Owen-Smith | **1:15-2:45** | **Session 7**Open Expression and Cultural Inclusion: Fostering Challenging Dialogue in the ClassroomHenry Bayerle & Edward Lee  |
| 2:45-3:00 | Break | **2:45-3:00** | Break |
| 3:00-4:30 | **Session 4***Engage and Connect with Students in Canvas*Kim Braxton, Lee Clontz, Sam Timme, & John Willingham | **3:00-4:30** | **Session 8***Get Up and Dance!*Allison Burdette |

**Thursday, August 8, 2019**

**Student Motivation and Engagement in the Classroom***Elizabeth Kim, Lecturer, Psychology*
Keeping students engaged and motivated is often a key goal in the college classroom. The two questions guiding this session are (1) What keeps students motivated and engaged? and (2) How can we encourage this in our own classrooms? In this session, we will first focus on theory and research on student motivation and engagement. Next, we will talk about ways we can use what we know to help enhance engagement and motivation in the classroom.

**Autism in the Classroom: Tools for Success***Jennifer Sarrett, Lecturer, Center for the Study of Human Health
Matt Segall, Program Director, Emory Autism Center Educational and Transition Services Program*

Students with autism are an increasing presence on college campuses, including ours. In this workshop, we will briefly review what autism is and the common characteristics these students will bring to your classrooms. We will also discuss what kind of accommodations these students typically need, and how to determine which accommodations are appropriate. The workshop will also include a discussion on why and how autistic students can benefit the classroom environment. While we will not be able to solve any specific concerns, attendees will leave with a toolkit they can employ to ensure success in a neurodiverse classroom.

**Understanding Teaching Observations and the Class Evaluation Process**

*Jennifer Hayward, Fellowships Advisor, National Scholarships & Fellowships Program*

*Patti Owen-Smith, Professor of Psychology and Women’s Studies*

Teaching observations can be an effective way to facilitate teacher reflection and intention.  They can also serve as a way to examine and model excellent teaching as well as deepen professional development for the teacher being observed as well as the teacher who is the observer.  An important partnership can be forged between and among teachers, observers and observed, that can strengthen teaching and learning and build affirming collegial relationships.  This workshop session will lay out some basic strategies, resources, and tools a teacher might use to conduct a classroom observation. The intent of this workshop is to move beyond the concept of observation as evaluative.  Rather, our emphasis will be on the many benefits of the process all of which should be firmly grounded in the single goal of facilitating both student and teacher success in teaching and learning.

**Engage and Connect with Students in Canvas**

Kim Braxton, Director, Academic Technologies Libraries & Information Technology Services

Lee Clontz, Assistant Director of Academic Technologies Services

John Willingham, Teaching and Learning Technologies

Sam Timme, Teaching and Learning Technologies

Discover new ways to create sustained engagement and provide meaningful feedback to students using tools and features available in Canvas. We’ll walk you through five different Canvas practices that you can start using in the fall to increase interaction and support student success. Discussion will include exploration of the powerful syllabus tool; creating rich engagement with interactive video; enhancing student ownership of course content; understanding the significance of student reports and analytics; and diversifying feedback models to fit different assignments. Note, that while not a hands-on technical session, we will be walking through live demonstrations and providing handouts covering each feature.

**Friday, August 9**

**Recognizing, Relating to, and Referring Students in Distress***Adrienne Slaughter, Director, Student Success Programs and Services*

*Jane Yang, Director of Outreach, Counseling and Psychological Services*

In this session, we will identify the differences between normative, developmental experiences and mental health crises.  We will provide strategies to use when students’ mental health may be impacting their experiences in the classroom.  We will also provide guiding principles so that audience members can better identify students in crisis, as well as resources for audience members to utilize when they are faced with challenging experiences that may involve student mental health concerns.

**Creating Engaging Online Discussion***Rebecca Purdom, Professor of Practice and Executive Director for Graduate and Online Programs, Emory Law*

*Professor Mindy Goldstein, Director of the Turner Environmental Law Clinic*

*Stephanie Parisi, Associate Director of Online Education*

New to designing and teaching online discussion? Are you and your students tired of the monotony of weekly online discussion forums? Do you want your students to do more than just paraphrase and regurgitate course content? If you’re looking to create more meaningful learning experiences in your online discussion forums, join this session to explore best practices for designing and structuring discussions, developing rubrics, and writing engaging prompts. Motivate and get the most out of your students with well-planned discussion assignments and some creativity. Please come prepared by bringing your own laptop or tablet.

**Open Expression and Cultural Inclusion: Fostering Challenging Dialogue in the Classroom**
*Henry Bayerle, Associate Professor of Classics
Edward Lee, Senior Director for Alben W. Barkley Forum for Debate, Deliberation, and Dialogue*

In 2019, we have witnessed suspensions of a university professor for quoting James Baldwin, a cheerleading team for distributing a video of themselves singing a song by Meek Mill, and a librarian for composing an archival history of their institution that included pictures of students in blackface. Higher education's commitment to serve as a site for open expression seems increasingly in conflict with its desire to create a culturally inclusive learning space where all students can thrive. We will use our time together to gain a better understanding of how and when our goals for open expression and inclusive pedagogical space appear to come into conflict and how we can effectively respond when they do. We will explore several cases that will provide the participants with an opportunity to collectively grapple with this tension, to understand the expectations of students in these contexts, and to discuss the possibility of creating a classroom space in which the commitments to open expression and inclusivity are not pitted again each other but work together to foster challenging dialogue in the classroom.

**Get Up and Dance!**
*Allison Burdette, Professor in the Practice of Business Law*
In this session, we will discuss methods to get students really engaged in the material. In my class, the students are on their feet dancing, singing, or acting out complex principles- the more complex the material, the more we move. Much of the time, we are moving to the sounds of Tina Turner and the Rolling Stones. It is amazing how students grasp the legal principle of “satisfaction” when Mick Jagger is in the room or how students appreciate the finer points of “breach of contract” when Tina Turner is singing “What’s Love Got to Do with It.”