

About the Instructional Design Team...

The Department of Instructional Design is a Learning Commons partner and an Academic Affairs unit. Our primary focus is to provide faculty and student development and support for instructional technologies in order to enhance the teaching and learning at the University. Our goals are to:

- Support the integration of **instructional technology** and **instructional design** best practices to enhance teaching and learning at the University;
- **Collaborate** with faculty and administrators to advance initiatives that contribute to the University's mission and goals in providing flexible and responsive delivery options for a range of student populations, both undergraduate and graduate, onsite, online and blended;
- Provide faculty with **innovative technology solutions** and **conduct research and development** to stay abreast of advances in the field of educational technology. Use this knowledge to create scalable, sustainable projects;

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Roger Williams University INNOVATIONS IN TEACHING 2013



Hosted by RWU Instructional Design in partnership
with the Learning Commons

About This Series...

Each year the Department of Instructional Design celebrates RWU faculty expertise and creativity in teaching with technology during an **Innovations in Teaching** Series held during Spring semester.

The Innovations in Teaching Series is a lunch-and-share format that features three one-hour sessions throughout the Spring. We provide lunch and offer different dates and times to accommodate varied teaching schedules. Past presentations have been outstanding and offer a wonderful opportunity not only to see some of the unique strategies faculty are using on campus but also hopefully provide an opportunity for lively discussion among faculty and interested staff.

The presentations will be held in the Upper Commons Private Dining Room. **Registration is required at:** <http://tiny.cc/innovationsinteaching>

SCHEDULE

Session 1: Applying Inquiry-Based Learning

Date: Thursday, February 21 from 1 – 2 PM

Featured Presenter: Jennifer Pearce, Assistant Professor. CAS Department of Chemistry & Physics

Students often have trouble connecting the ideas discussed in class with their own real life experience. Labs associated with science lectures try to give students first hand experiences with the theories developed in lectures. However, in physics this becomes challenging as the physics of everyday life is more complex and interesting than the equations given in an introductory class. Students can become frustrated and begin to believe that physics is not correct since the contrived experiments in lab don't give them the answer they are told is the right one. A classic example is that in physics class, students are told that a piece of paper and a rock should fall identically. Everyone knows this is not true in everyday life. We are revamping our physics labs to shift the focus from finding the right number to exploring motion of everyday objects using video cameras and a free video analysis tool, Tracker. Students are given general, rather than specific, instruc-

tions so that they may play and experiment with everyday objects. We hope that this will make their laboratory experience more fulfilling and students will leave the course with a more positive attitude towards physics.

Session 2: Using iPads in the Classroom

Date: Friday, March 22 from Noon – 1 p.m.

Featured Presenters: Kelly Donnell, Associate Professor; Madge Thombs, Professor and Li-Ling Yang, Assistant Professor. School of Education

We know that students are increasingly turning to iPads as their mobile device of choice in class for taking notes, accessing resources and communicating online. However iPads can also become powerful learning tools. The presenters will share the results of their research and experience in the use of iPads for learning as well as leveraging the multimedia capabilities for student personal and professional development. See their blog at: <http://ipadteacher.wordpress.com/>

Session 3: Flipping Lessons in a College Course

Date: Friday, April 19 from 1 p.m. – 2 p.m.

Featured Presenters: Loren Byrne, Assistant Professor and Kerri Warren, Associate Professor. Department of Biology, Marine Biology and Environmental Science

In a flipped class lesson, the typical lecture and homework assignments are reversed; students watch a video lecture for homework and use classroom time to complete activities such as problem sets. The hypothesis for this pedagogy is that students are able to learn basic content from the video which is then reinforced, applied and extended through in-class activities. In our BIO 104 course this spring, we are testing this hypotheses through a “scientific teaching” experiment to compare student learning with flipped and non-flipped class lessons. In our presentation, we will give an overview of our project results to date and discuss the benefits and challenges of the flipped classroom pedagogy.