New Jersey Institute of Technology

Institute for

Teaching Excellence

First Year (AY 2015 – 2016) Activities

A Report to the Martinson Family Foundation

July 2016

Introduction

The Institute for Teaching Excellence (ITE) was launched at the September 9, 2015 Convocation by Provost Fadi P. Deek. Dr. Basil C. Baltzis, Vice Provost for Academic Affairs was named inaugural Director of ITE. During its first year of existence, ITE organized its structure and initiated, as well as implemented, a number of programs consistent with its mission which is to promote the use of state-of-the-art pedagogical and technological methods in teaching. This report summarizes the ITE activities during the 2015 – 2016 Academic Year.

ITE Organization/Structure

ITE is run by its Director who presides over the ITE Executive Committee. In addition to its chair, the Executive Committee has five members from across NJIT. The Committee meets monthly and plans the various programs and events.

> **Current ITE Executive Committee Membership:**
>
> Basil C. Baltzis, ITE Director, Committee Chair
>
> Bruce Bukiet, Associate Dean of College of Science and Liberal Arts
>
> Charles Brooks, Director of Academic Assessment
>
> John Carpinelli, Professor of Electrical and Computer Engineering
>
> Blake Haggerty, Executive Director – Digital Learning and Technology Support
>
> Ronald Rockland, Professor of Engineering Technology

Four of the ITE Executive Committee members (Baltzis, Bukiet, Carpinelli and Rockland) are Master Teachers which is the highest distinction NJIT bestows on members of its faculty who have a sustained record of teaching excellence and have been recognized with awards from both inside and outside NJIT. The Master Teacher designation started at NJIT in 2000.

In September 2015 NJIT had a total of 29 Master Teachers, and ITE invited them to serve a two-year term as ITE Fellows; 24 of the 29 accepted the invitation. Three university lecturers with an outstanding teaching evaluation record were also appointed as ITE Fellows bringing the number of ITE Fellows to 27; please note that university lecturers are not eligible for the Master Teacher designation. ITE Fellows serve, on a voluntary basis, and help with faculty mentoring and other ITE programs. During the first year of ITE activities 21 of the 27 Fellows volunteered and served at various programs. As of September 2016, the number of ITE Fellows will increase to 29 because of the addition of three newly named Master Teachers all of whom have agreed to serve, and the departure of a faculty member (Master Teacher) from NJIT.

ITE Facilities

As per the original plan, the permanent headquarters of ITE will be in the Central King Building which is currently undergoing renovation funded in part by the State of New Jersey Go-Bond grant. This location will contain space for a faculty director, instructional designers, instructional technologists, an administrative coordinator, and a student assistant. A common area has been designed for instructors to interact with institute specialists, and private offices will serve as confidential spaces for course development and mentoring activities. It is anticipated that ITE will move in its permanent headquarters in January 2017.

As of September 2015, ITE is temporarily housed in 105 Cullimore Hall which was renovated for this purpose. This facility comprises a general sitting area which can accommodate about 15 persons and three smaller rooms. The general sitting area served as the venue for the "Lunch at ITE" program described below. One of the smaller rooms was converted into an office for an instructional designer while the other two serve as areas for private consultations of mentors with their mentees ("Mentoring Program" discussed below). An instructional designer was present in 105 Cullimore Hall during the course of the 2015 – 2016 Academic Year from 9 a.m. to 12 noon on Mondays, Wednesdays and Fridays and from 1 p.m. to 4 p.m. on Tuesdays and Thursdays. Faculty could drop by during these hours without an appointment and interact with the instructional designer on issues pertaining to development of digitally delivered courses.

ITE Activities for First Year

During its first year of operation, ITE instituted and ran the following programs:

1. Lectures by external Speakers
2. One-on-One Mentoring Program
3. New Faculty Development Workshop (co-sponsored series)
4. Workshop for Teaching Assistants
5. "Lunch at ITE"
6. January, May and August Workshop for Faculty and Instructional Staff
7. Focus Groups on Education Issues

Each one of the aforementioned seven programs is described in detail in the below.

1. Lectures by external speakers

Through this program, ITE brings to campus external speakers that are nationally recognized for their work in higher education. The plan is to bring up to three such speakers per year. During the first year two speakers were brought in, one during the fall and one during the spring semester.

On September 30, 2015, Dr. Anna Neumann spoke on "Creating Careers of Powerful Teaching and Learning: Core Premises and Practices," at the inaugural ITE event. Dr. Neumann is Professor of Higher Education, Director of the Metropolitan Colleges Institute for Teaching Improvement, and Chair of the Department of Organization and Leadership at the Teachers College, Columbia University; she is also a member of the National Academy of Education. The event was attended by 65 faculty, university lecturers and members of the NJIT administration. Following the presentation, a lively discussion ensued and continued, informally, during and after the reception for the inaugural event.

On March 23, 2016, Dr. Stephanie Farrell spoke on "A Practical Approach to Implementing Constructivist Teaching Approaches in the Classroom." Dr. Farrell is Professor of Chemical Engineering at Rowan University and a Fellow of ASSE (American Society for Engineering Education). In 2012 Dr. Farrell was awarded *Honoris Causa* in Engineering Education from the Internationale Gesellschaft für Inginieurpädagogik (IGIP). She has been honored by ASEE with several teaching awards such as the National Outstanding Teaching Medal and the Quinn Award for experiential learning. Dr. Farrell has been elected twice to the Board of Directors of ASEE, and serves on the Executive Committee of the International Federation of Engineering Education Societies (IFEES). In her presentation, Dr. Farrell used a case study of an introductory engineering course in which students had to develop a cost-effective system that performs the function of the heart and lungs during cardiopulmonary bypass surgery while learning the requisite knowledge through computer mediated means and subsequent in-class discussions. This event was attended by 32 faculty and university lecturers.

2. One-on-One Mentoring Program

Through this program, ITE pairs an interested faculty member or university lecturer (mentee) with an ITE Fellow (mentor) for the purpose of facilitating the mentee's efforts to become more familiar with state-of-the-art pedagogical approaches as well as strategies for increasing student engagement, and improve his/her instructional delivery. The use of technology to improve course content delivery and communication with students is a key aspect of the mentor/mentee interaction. The mentee meets (typically monthly) with the mentor to discuss various topics, has the ability to visit and observe the mentor in his/her classes, and may opt to invite the mentor to visit the mentee's classes. Participation in the program is kept strictly confidential, unless the mentee choses otherwise. The mentor-mentee pairs are arranged by the ITE Director who keeps them confidential. It is also important to note that the mentor and mentee are from different academic departments to prevent any conflict of interest during the promotion and tenure process; this approach also ensures that the mentor-mentee interaction focusses on teaching strategies rather than content of the curriculum.

During the first year, 6 members of the NJIT teaching community (two tenured/tenure-track faculty members and four university lecturers) opted to participate in the program and were

mentored by 6 ITE Fellows. The ITE Director met with the mentors twice (end of fall and end of spring semester), and as a group their experiences were shared while suggestions were also made on how to improve the program; during these meetings cases were discussed without the mentors disclosing the identity of their mentee. At the end of the spring 2016 semester, the ITE Director met individually with each one of the 6 mentees to discuss their experiences with the program. Mentees reported satisfaction with the program, barring some scheduling issues, and indicated their desire to continue with the program during the next academic year. The ITE Director offered each mentee the opportunity to work with a different mentor in the future, but all wanted to continue with the same mentor; this seems to indicate the program worked well.

The ITE Executive Committee would like to see more faculty and university lecturers taking advantage of the mentoring program and will work towards promoting it more in the future. It is important to note that this is the first time NJIT has offered a formal one-on-one mentoring program so it is anticipated that more faculty will take advantage of this opportunity moving forward. It should be also noted that the program is voluntary and even chairs and deans who have a clear picture of the teaching effectiveness of faculty and instructional staff can only suggest (not impose) participation to those who would most likely benefit from such participation.

3. New Faculty Development Workshop

In fall 2015, Provost Deek established the first ever New Faculty Development Workshop with the intent to provide guidance and support to the newly hired tenure-track Assistant and Associate Professors. This workshop runs for 9 weeks and attendees meet once a week in a late afternoon/early evening session. The workshop addresses three themes: effective teaching (including the use of instructional technology), successful grant funding, and professional service & tenure. Assistant and Associate Professors who joined NJIT in September 2012, 2013, and 2014 were invited to the fall 2015 workshop. The workshop was repeated in spring 2016, with the same structure, for Assistant and Associate Professors who joined NJIT in September 2015. The structure/schedule of this workshop is given as appendix 1 of this report.

ITE co-sponsored and was in charge of the three first sessions of these two workshops. In fall 2015 the first three sessions of the workshop were held on September 10, 22, and 29, 2015. There were 19 new faculty who participated and were organized in 4 groups. A member of the ITE Executive Committee (either Rockland or Baltzis) served as facilitator for each one of the three sessions and four ITE Fellows served as mentors for each group during each session. Mentors were not the same for all sessions; a total of 10 ITE Fellows served in fall 2015.

In spring 2016 the first three sessions of the workshop were held on January 26, February 2, and February 9, 2016. There were 13 new faculty who participated and were organized in 3

groups. A member of the ITE Executive Committee (either Rockland or Baltzis) served as facilitator for each one of the three sessions and three ITE Fellows served as mentors for each group during each session. Mentors were not the same for all sessions; a total of 11 ITE Fellows served in spring 2016.

Participants of the workshops were asked to fill out a survey questionnaire at the end of each session. Analysis of the surveys indicates that these workshops were a great success. Going forward, this will be a once-a-year activity running during the first part of the fall semester. Plans are currently underway for the fall 2016 New Faculty Development Workshop; 15 Assistant and Associate Professors who will be joining NJIT in September 2016 have been invited to participate. The format and schedule of the workshop will be the same as in its first two offerings.

4. Workshop for Teaching Assistants

A significant number of the NJIT doctoral students are supported through Teaching Assistantships. Teaching Assistants have responsibilities that span a spectrum from grading homework assignments to teaching some lecture- and lab-based courses. ITE feels that Teaching Assistants (TAs) who are in charge of teaching a course need at least some rudimentary training in teaching and has plans to offer a program to all graduate (doctoral) students who are teaching a class. In spring 2016, ITE run a pilot workshop for TAs. Associate Deans of the Newark College of Engineering (NCE), College of Science and Liberal Arts (CSLA) and College of Computing Sciences (CCS) were asked to nominate a number of their TAs for attending the workshop. Based on the number of TAs each college has, 6 TAs were selected from NCE, 4 from CSLA and 2 from CCS.

The 12 selected TAs were all involved in teaching a class and participated in a three-session workshop. The sessions ran on February 1, 8 and 29, 2016 from 2:30 p.m. to 5:00 p.m. The 12 attendees were divided into three groups. Two ITE Executive Committee members (Baltzis and Rockland) organized the sessions and acted as facilitators. ITE Fellows served as mentors for the student groups; mentors were not the same for all sessions; 7 ITE Fellows served as mentors for this workshop.

The workshop addressed various topics but concentrated on student engagement, proper interaction with students, use of technology-mediated modes of instruction, preparation of assignments, and issues of academic integrity. Attendees were asked to fill out a survey questionnaire at the end of each session. Analysis of the results shows that all students found the workshop helpful but some would like to see its length reduced, or part of it substituted for by experiential learning (visiting classes of ITE Fellows); attendees who indicated interest in an academic career showed more enthusiasm for the workshop. This feedback is being considered

in designing a workshop for the upcoming year. Attendees were awarded an ITE Certificate of Participation at the end of the workshop.

5. **"Lunch at ITE"**

This is a program of informal discussions of teaching-related topics. Faculty, university lecturers and adjunct instructors are invited to bring their lunch and join a discussion on teaching at the ITE headquarters; refreshments are provided by ITE. These meetings were initiated at the end of October 2015 and run through the end of the 2015 – 2016 Academic Year; participants could attend as many meetings as they wanted. There were a total of 15 such meetings (all of them running on Mondays from 12 noon to 1 p.m.) attended by 23 faculty that taught a collective 103 sections during the 2015 – 2016 Academic Year. For each meeting, an ITE Fellow or an ITE Executive Committee member acted as a facilitator of a discussion on a theme selected by the facilitator. The schedule (and topics) of this program is given as appendix 2 of this report. The venue for this program was the general sitting area in 105 Cullimore Hall, which can accommodate at most 15 persons. The intent was to have a small group of participants in order to encourage discussion and even debate of ideas. ITE plans to continue this program during the 2016- 2017 Academic Year.

6. **January, May and August Workshop for Faculty and Instructional Staff**

For a number of years, NJIT ran a Faculty Institute Workshop for faculty, university lecturers, adjunct faculty, and staff members. The Faculty Institute ran three times a year, in January, May, and August. In fall 2015 it was decided that this Workshop (under a slightly different title) will become an ITE activity. Under ITE this workshop was formally organized into two parallel tracks, one dealing with methodology/pedagogy and one with technology issues in education. For the methodology/pedagogy track presenters are drawn from faculty (not necessarily ITE Fellows), university lecturers, and adjuncts. The number of faculty leading sessions has increased considerably compared to prior years when the sessions were primarily led by staff.

The ITE January 2016 Workshop ran on January 13 and 14 and was followed by a one-day workshop on "Creating Multimedia Learning Objects," which (because of its nature) was limited to a small group of attendees. The schedule of this workshop is given as appendix 3 of this report. The ITE May 2016 Workshop ran on May 18 and 19 and its schedule is given as appendix 4 of this report. In total, 52 individuals (faculty, university lecturers, and adjuncts) responsible for teaching 269 sections attended the January and May workshops.

7. **Focus Groups on Educational Issues**

The ITE Executive Committee has decided to occasionally organize focus group presentations in order to inform itself and the NJIT faculty on various educational issues. The first focus group

was organized on April 27, 2016 and its theme was "What does Teaching Excellence Mean to Students?" The event was organized and moderated by Dr. Ronald Rockland and Mr. Blake Haggerty, both members of the ITE Executive Committee, and involved 10 undergraduate students selected in a way that was representative of the NJIT undergraduate student body. The event was attended by 16 faculty, university lecturers, adjunct faculty, and staff members. Among the key findings are the importance of student-faculty interaction; the student appreciation for the right implementation of technology-mediated instruction; the students' aversion to approaches of teaching to PowerPoint slides or the textbook; the value of hands-on learning early in the curriculum to engage students; and the need to address academic integrity concerns.

A recording of the event is available as a private YouTube link and has been shared with select NJIT staff: https://youtu.be/JlI-R-69iYg?t=4228.

Other ITE Activities

NJIT has recently restructured the office of digital learning in an effort to streamline activities and facilitate achieving the 2020 Vision Strategic Plan objectives of offering more (graduate) programs fully online and, by 2020, convert 25% of all its course offerings in the *converged* mode. As more and more courses are being developed to be offered digitally, one of the key issues is to ensure that the quality of courses and the learning experience for the students is the same regardless of the mode (face-to-face, online, *converged*) of delivery. ITE is working with the Faculty Senate Teaching, Learning, and Technology (TLT) Committee to develop mode-independent, common, standards for courses. Two of the ITE Executive Committee members (Dr. Ronald Rockland and Mr. Blake Haggerty) are also members of TLT and Dr. Rockland is chairing the TLT subcommittee that has been charged with the development of the common course standards. This work was initiated in spring 2016 and is anticipated to continue through the next academic year.

Development of a comprehensive and informative ITE web-site is one of the ITE objectives. The web-site is currently in a rudimentary form and work is underway to further develop it. One of the objectives is to develop a repository of teaching-related artifacts that NJIT faculty and instructional staff will be able to access through the ITE web-site.

Plans for the Second Year

ITE plans on continuing all of the 7 activities introduced during its first year and described above; some additional work needs to be done in order to better develop and scale-up the workshop for Teaching Assistants.

Developing the ITE web-site will be a top priority during the coming year. In addition to creating a repository of teaching artifacts discussed above, an effort will be made to digitally archive presentations from faculty workshops.

Developing a formal certificate program on teaching to be made available primarily to doctoral students who are interested in an academic career is an idea that ITE has considered during its first year. In fact, a certificate program offered by Oregon State University (OSU) was considered and discussed; a newly hired faculty member from OSU who completed the certificate as a Civil Engineering doctoral student, was invited to a meeting of the ITE Executive Committee to provide details. A more detailed study that will also consider potential collaboration with non-NJIT entities that have formal higher education programs will be undertaken during the upcoming year.

Conclusion

During its first year of existence, ITE has successfully instituted a number of programs and activities that have impacted a significant number of faculty and instructional staff members, as well as the students enrolled in their courses. ITE has established its presence, is recognized by the NJIT community, and is poised to have an instrumental role in NJIT's efforts to excel in the changing landscape of higher education. ITE is grateful to the Martinson Family Foundation for its support.

APPENDIX 1:

Academic Year 2015 – 2016
New Faculty Development Workshop

Dates: Specified below

Time: 4:30 p.m. – 7:00 p.m. (includes working dinner served at about 6:00 p.m.)

Place: 112 Eberhardt Hall

Total number of sessions: 9

Maximum Number of Attendees: 20

Each Session has one mentor (Distinguished Professor, Master Teacher, etc.) per 4 attendees

Each session has three time slots.
      Slot-1: Interactive Talk
      Slot-2: Brainstorming/Mentoring (Round Table: 4 attendees and one mentor)
      Slot-3: Case-Study Presentations

The workshop has three themes; each theme runs for 3 weeks (3 sessions)
      Effective Teaching
      Successful Grant Funding
      Professional Service & Tenure

Week-1:   **Date**

Theme: **Effective Teaching: Student Engagement**

Interactive Talk Topical Coverage
      Student Engagement in Class
      Avoiding Stereotypes
      Interactive Conversation
      Student Groups and their Formation
      Student Responsiveness

Oral Communication Styles

On the Go Assessment

Adjusting the Classroom Delivery

Brainstorming:

Case Study: Individual Issues

Discussion with Mentors

Formulation of Solutions and Best Practices

Case Study Presentations

Group Presentations

Discussion on Solutions and Best Practices

Speakers:

Master Teachers

Distinguished Professors who are also Master Teachers

Week-2: **Date**

Theme: **Effective Teaching: Classroom Material**

Interactive Talk Topical Coverage

Setting up Learning Goals

Material/Notes Distribution Before the Class

Reading Assignments

Interactive Discussion

Demo Material in the Class: Working through examples

In-Class Assessment

Cooperative and Peer-Learning

Brainstorming:

Case Study: Individual Issues

Discussion with Mentors

Formulation of Solutions and Best Practices

Case Study Presentations

Group Presentations

Discussion on Solutions and Best Practices

Speakers:

Master Teachers

Distinguished Professors who are also Master Teachers

Week-3:   Date

Theme: Effective Teaching: Assignments, Assessment and Outside Classroom Activities

Interactive Talk Topical Coverage
    In-Class Assignments
    Discussion on Assignments and Solutions
    Assessment of Learning Goals
    Outside Classroom Follow-ups
    Group Projects and Individual Responsibility
    Final Exams
    Grading and Learning Goals
Brainstorming:
    Case Study: Individual Issues
    Discussion with Mentors
    Formulation of Solutions and Best Practices
Case Study Presentations
    Group Presentations
    Discussion on Solutions and Best Practices
Speakers:
    Master Teachers
    Distinguished Professors who are also Master Teachers

Week-4:   Date

Theme: Successful Grant Funding: Proposal Preparation

Interactive Talk Topical Coverage
    Federal Funding Resources
    Federal Proposal Format Requirements
    Different Proposal Formats: NSF/NIH/DoD/ONR/NASA
    Special Programs/RFP/BAA
    Main Proposal Preparation
    Most Common Mistakes and Errors
    Available Resources in the Office of Research
Brainstorming:
    Case Study: Sample Proposal

Discussion with Mentors

Formulation of Solutions and Best Practices

Case Study Presentations

Group Presentations

Discussion on Solutions and Best Practices

Speakers:

Distinguished Professors

Researchers/Directors

Week-5:   **Date**

Theme: **Successful Grant Funding: Budget Preparation and Submission**

Interactive Talk Topical Coverage

Federal Budget Templates

Budget Preparation Format and Requirements

NJIT and Agency Policies

Budget Adjustments at Award

Most Common Mistakes and Errors

Final Submission: Guidelines and Error Check

Brainstorming:

Case Study: Sample Budget and Proposal

Discussion with Mentors

Formulation of Solutions and Best Practices

Case Study Presentations

Group Presentations

Discussion on Solutions and Best Practices

Speakers:

Distinguished Professors

Researchers/Directors

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Week-6:   **Date**

Theme: **Successful Grant Funding: Proposal Review and Funding**

Interactive Talk Topical Coverage

Review Protocol and Proposal Format

Review Processes: Different Agencies

Review Criterion: Different Agencies

Funding Processes: Different Agencies

Most Common Mistakes and Errors

Sample Proposal Review Formats and Scores

Brainstorming:

Case Study: Sample Proposal and Reviews

Discussion with Mentors

Formulation of Solutions and Best Practices

Case Study Presentations

Group Presentations

Discussion on Solutions and Best Practices

Speakers:

Distinguished Professors

Researchers/Directors

Week-7: **Date**

Theme: **Professional Service & Tenure: Professional Societies**

Interactive Talk Topical Coverage

Professional Service Opportunities and Protocols

Reviewers for Journal and Editorial Board

Conference Organization

Review Panels for Federal Funding Agencies

Most Common Perceptions

Brainstorming:

Case Study: Sample Opportunities

Discussion with Mentors

Formulation of Solutions and Best Practices

Case Study Presentations

Group Presentations

Discussion on Solutions and Best Practices

Speakers:

Distinguished Professors

Senior Professors/Editors/Conference Chairs

Week-8:   Date

Theme: **Professional Service & Tenure: Scholarly Publications**

Interactive Talk Topical Coverage
  Publishing Papers in Journals vs Conferences
  Where to Publish? Impact Factor
  Citation Index
  Emerging as an Expert in the Field
  What is important for Tenure Consideration?
  Most Common Perceptions
Brainstorming:
  Case Study: Sample Tenure Guidelines
  Discussion with Mentors
  Formulation of Solutions and Best Practices
Case Study Presentations
  Group Presentations
  Discussion on Solutions and Best Practices
Speakers:
  Distinguished Professors
  Senior Professors/Editors/Conference Chairs

Week-9:   Date

Theme: **Professional Service & Tenure: Tenure Considerations**

Interactive Talk Topical Coverage
  Tenure Process
  Resume Preparation
  Emerging as an Expert in the Field for Tenure Consideration
  Reference Network
  Grants and Collaborative Funding
  Publications and Citation Index
  Sample Dossiers
  Most Common Perceptions
Brainstorming:
  Case Study: Sample Dossiers and Tenure Consideration

        Discussion with Mentors

        Formulation of Solutions and Best Practices

Case Study Presentations

        Group Presentations

        Discussion on Solutions and Best Practices

Speakers:

        Distinguished Professors

        Senior Professors/Prior University P&T Committee Members

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APPENDIX 2:

"Lunch at ITE" Schedule for AY 2015 – 2016

October 26, 2015: "Converged Learning. What is it?" Blake Haggerty

November 2, 2015: "The Place of a Course in a Curriculum." Bruce Bukiet

November 9, 2015: "Student Engagement." Ron Rockland

November 16, 2015: "The Different Styles of Learning." John Carpinelli

November 30, 2015: "Student Learning Assessment." Chuck Brooks

February 8, 2016: "What do you want to know: Diagnostic Assessment." Jim Lipuma

February 15, 2016: "Publishing in Education Journals." Robert Barat

February 22, 2016: "A Personal Approach to Developing and Delivering Graduate Online
                Courses." Piero Armenante

February 29, 2016: "Traditional Classroom Lectures: Are they really an outdated mode of
                teaching or, instead, are they incredibly effective?" Amit Bose

March 7, 2016: "Fulbright Programs for Faculty and Opportunities for International Research
                Engagements." Katia Passerini

March 21, 2016: "Effective Teaching: Lessons I've learned from Jaime Escalante and Martin
                Katzen." John Bechtold

April 4, 2016: "Formative Assessment using Classroom Assessment Techniques."
                Melodi Guilbault.

April 11, 2016: "Pedagogical Issues in Education." Asokan Anandarajan

April 18, 2016: "Ideas About How to Make Teaching Personal." Jim Geller

April 25, 2016: "Teaching Over the Years: Similarities and Differences." Angie Perna

Appendix 3:

Institute for Teaching Excellence January 2016 Workshop

Day 1: January 13th

8:30 - 9:30	**Breakfast, Introductions, and Discussions**	
	Teaching Excellence Track	**Teaching with Technology Track**
9:30 - 10:30	**Writing Assessable Student Learning Outcomes** Discover how the language of your learning outcomes affects student success in your courses. Attendees should bring copies of their syllabus to workshop in this hands-on session. Dr. Regan o'Neill	**All About Moodle! Basics and Advanced!** Get familiar with Moodle, NJIT's Learning Management System. Choose between a basic session (that will run until 11:30) or a shorter more advanced session. Michael Koskinen and Jenna Walther
10:30 - 11:30	**Using Electronic Portfolios for Reflective Learning and Student Assessment** - Discover how eportfolios can be used to enhance student learning and programmatic assessment. Attendees will work with examples of e-portfolio applications available at NJIT. Dr. Regina Collins	**The Do's and Don'ts of Online Teaching & Learning** Explore the fundamentals of creating and delivering a successful online course. This workshop outlines the necessary steps an instructor will need to take when designing and developing an online course. Nafiza Akter & Mike Koskinen
11:30	**Lunch:** *PC Mall Room 38*	
12 - 1	**Lunch With The CIO -** A brief presentation about changes and improvements to IT Services for the upcoming year followed-up with an opportunity for general questions. David Ullman	
1 - 2	**Effective Student Groups in Lab Settings** - This session will share strategies for effectively using groups in a lab setting. Dr. Robert Barat	**Using WebEx in the Classroom** We will work through strategies for using WebEx in the classroom including setup, engaging remote students and effectively using WebEX's advanced features.

		Michael Koskinen
2 - 3	**Afternoon Keynote: Academic Assessment for NJIT Accreditation** The newly adopted Middle States Commission on Higher Education's Standards of Excellence will be presented. There will then be a discussion of the steps NJIT is taking to align our assessment activities with these standards in order to insure our institution meets these standards for accreditation. Dr. Charles Brooks	
3	**Drawing for prizes**	

Day 2: January 14th

	Teaching Excellence Track	Teaching with Technology Track
8:30 AM – 9:30	**Breakfast, introductions, and discussions**	
9:30 -10:30	**The Role of Student Engagement in the Learning Process** In this session we will briefly discuss what research studies have shown regarding student engagement in the learning process. Various ways of engaging students in small as well as large classes will be presented along with tips for their implementation. Dr. Basil Baltzis	**The Moodle Gradebook** One of the most complex parts of Moodle can be the gradebook. In this session we will learn tips and tricks to help improve your experience in grading your students. Michael Koskinen
10:30-11:30	**Curriculum Redesign** Jack Wagner will share strategies that were used when he redesigned two large enrollment School of Management courses. Jack Wagner	**Camtasia Relay** Use Camtasia Relay to create and incorporate learning objects into the curriculum. Jenna Walther
11:30	**Lunch**	

12-1	**Lunch With The Provost:** A brief presentation by our Provost followed by an opportunity to ask questions. Dr. Fadi Deek	
1-2	**Finding and Using Open Educational Resources (OER) -** Discuss strategies for locating and using these free teaching and learning materials that are available openly on the internet. Blake Haggerty	**Course Design Recommendations** During the session we will look at different course design suggestions and discuss the advantages and disadvantages of each individual design from the instructor and student perspectives. Nafiza Akter
2-3	**Best Practices in Digital Learning -** Join us for a discussion where we look at some best practice examples of Digital Learning at NJIT. This includes examples of courses that are currently being offered. Blake Haggerty	
3	**Drawing for Prizes**	

Day 3: January 15th

Creating Multimedia Learning Objects

Note: This is a special full-day workshop. Enrollment is limited to 10 participants and requires separate registration. If you are interested in attending please let us know (ite@njit.edu).

9:00 AM - 9:30	**Breakfast** Coffee and Danishes
9:30 – 10:30	**Planning Your Learning Object** Learn the fundamentals of learning object (lo) creation. This includes breaking down a lecture into topics and subtopics, creating an outline for and preparing a script/talking points.
10:30 - 11:30	**Creation Phase** Before you can bring your LO to life you need to have the necessary software and hardware. During this session participants will break-up into teams and create an

	actual recording using Camtasia Relay. We will provide laptops and headphones. If possible, participants should bring some sample class materials that can be used to create a LO.
11:30 - 12:30	**Design and Implementation Phase** Once the file is created you will need to be able to share the material with your students. This session will cover strategies for sharing learning objects with students.
12:30 - 1:00	**Lunch & Discussion** This will be an opportunity to share the learning objects that we created.

Appendix 4:

Institute for Teaching Excellence May 2016 Workshop

Day 1: May 18, 2016		
9:00	Registration, **Breakfast, and Introductions**	
	Methodology/Pedagogy Track	**Technology Track**
9:30 - 10:30	**Flipping the Classroom: A Way to Improve Learning** Over the last few years, the use of technology has opened up another instructional strategy, called flipping the classroom. In this strategy, students take on a greater responsibility for their learning, and lectures that would normally be given by the professor in the classroom are now available online. Therefore, the classroom time can be used to engage students in problem solving activities, while the professor acts more like a facilitator of learning rather than a lecturer. This workshop will describe how this concept was implemented in an ECET class, what problems were encountered, what technologies were used, and how this concept was modified based on student feedback. Dr. Ron Rockland	**All About Moodle! Basics and Advanced!** Get familiar with Moodle, NJIT's Learning Management System. Choose between a basic session (that will run until 11:30) or a shorter more advanced session. Michael Koskinen and Jenna Corraro
10:30 - 11:30	**Seeing the Student Writing You Want: the Writing Center Across the Curriculum** At a STEM research university like NJIT, there are often complaints about student writing. The Writing Center can help on a number of levels: first, we can work with instructors to help create assignment prompts which will be clearer and more accessible to students. Second, writing is a process, and our staff can work with your students, not simply in polishing completed essays, but in brainstorming and developing projects, clarifying arguments, and creating and revising drafts. Come and learn how we can work with you and your students, in any year and any field of study that NJIT offers. Dr. Catherine Siemann	**The Moodle Gradebook** One of the most complex parts of Moodle can be the gradebook. In this session we will learn tips and tricks to help improve your experience in grading your students. Jenna Corraro
11:30	Lunch	
12 - 1	Meet with the Provost	

	Dr. Fadi Deek	
1 - 2	**The MOOC and Higher Education: How Massive Open Online Courses are Transforming Distance Learning** This presentation seeks to demonstrate several principal techniques, tools and methods for enhancing distance learning and perhaps even face-to-face classes at the university through condensed Massive Open Online Courses (MOOCs). Dr. Andrew Klobucar and Jenna Corraro	**Introducing Kaltura** Learn about NJIT's new digital repository for storing your multimedia directly in Moodle. Video, audio, and images are easily accessible for all of your courses. Learn how to use Kaltura in this session. Michael Koskinen
2 - 3	**Student Milestone Experiences as a Means to Improve Learning: Panel Discussion** Dr. Atam Dhawan (Office of Research), Jo-Ann Raines (Career Development Services), Beth Calamia Scheckel (Office of Global Initiatives)	
3	Drawing for prizes	

Day 2: May 19, 2016

9:00 AM	**Breakfast and Introductions**	
	Methodology/Pedagogy Track	**Technology Track**
9:30 -10:30	**Best Practices for Teaching Laboratory Courses** Dr. Bob Barat	**Technology Tools for Student Engagement** This workshop will review different technologies and instructional tools that will assist faculty in bringing their content to life. With the technology tools that will be reviewed, faculty can increase student motivation and engagement for higher success rates in their courses. Amanda Molina
10:30-11:30	**Understanding Our Students: Perspectives of a New Faculty Member** NJIT has a unique student body that is quite different from the traditional college student throughout much of the U.S. Our student body has heavy representation from first generation, working, and minority populations. These different categorizations, particularly when encountered in tandem, present some unique challenges in the classroom. This presentation will discuss	**Meeting the Needs of Today's Students: an Open Discussion** Today's college students have a set of expectations in regards to technology and engagement. In this session we will explore the profile of students and what we can do to meet their needs in education. Mike Koskinen

	these challenges from the point of view of a new faculty member along with some methods for overcoming these challenges. Dr. Matthew Adams	
11:30	Lunch
12-1	Supporting Digital Learning at NJIT: Recent Changes Dr. Sotiri Ziavras, David Ullman, Blake Haggerty
1-2	**When Students Don't All Learn the Same Way: Addressing the Variety of Learning Styles in the Classroom** Students have different learning styles, characteristic strengths and preferences in the way they take in and process information. This session introduces learning styles and strategies instructors can use to present material so students can learn in their most effective way. Dr. John Carpinelli	**Strategies for Designing Your Course in Moodle** We will showcase different strategies for designing your course in Moodle. Jenna Corraro
2-3	Converged Learning Success Stories: a Panel Discussion Chuck Brooks, Rich Egan, Kyle Riismandel, Dave Ullman
3	Drawing for Prizes