

Year in review: CAMSEE Activities AY 2016-17

Biweekly meetings (Presenter, Title, Abridged abstract)

7/13/16 Introducing Teaching+Learning Commons Team Members (Kim Elias, Matt Nelson, Susan Rinaldi, Ying Xiong); Steve Schneid “Modification of Traditional Team-Based Learning to Meet the Needs of Pharmacy Students in a Shared Basic Sciences Curriculum”

7/27/16 Hal Pashler Psychology UCSD) Time effects on memory and learning

9/7/16 Julian Betts (Economics UCSD)

9/21/16 Melissa Famulari (Economics UCSD) Presenting video book research and facilitating a discussion on the Innovative Learning Technology Initiative (ILTI) request for proposals

10/5/16 Melissa Famulari and Kimberly Samaniego “UC San Diego Freshman Class 2016”

10/19/16 Vince Kellen, Valerie Polichar: Information Technology and Management at UCSD
Also: SGTS TAR (Teaching as Research) projects: Sahar Baghdadchi, Brent Wilson

11/2/16 Steve Schneid (UCSD School of Medicine) Workshop: Developing Effective Multiple-Choice Questions
Also: SGTS TAR (Teaching as Research) projects: Sowparnika Balaswaminathan, Savi Namboodiripad, Jenna Hicks

11/16/16 Craig Schmidt (Career and Professional Development, UCSD) Career Readiness Activities

11/30/16 Sherry Seethaler, Haim Weizman (on behalf of larger team: Sherry Seethaler , Jeff Rimmel, Adam Burgasser, Stanley Lo, Haim Weizman, Thomas Bussey, Laura Stevens, John Eggers) Overview and feedback on NSF IUSE project “From Symbol Manipulation to Meaning Making: A cross-disciplinary video development project to promote fluency with mathematics in science”

1/18/17 Thomas Carey Exploring (Research Professor, Center for Research in Math & Science Education, San Diego State University; Executive-in- Residence for Teaching & Learning Innovation, British Columbia Association of Institutes; Visiting Scholar, Institute for Teaching and Learning Innovation, University of Queensland) Innovation Capability as a Graduate Attribute for Liberal Arts Programs (Feedback and discussion for upcoming AAC&U TED talk.)

2/1/17 Andy Lamey (Philosophy, UCSD) 'Reacting to the Past' as a Teaching Model and experience in teaching with it in Fall 2016

2/15 Dan Suchy, Treb Padula, and Brent Hartley (ETS, UCSD) highlighting recent technology pilots and projects and get feedback from the attendees.

3/1 Tim Rickard (Cognition and Cognitive Science Lab, UC San Diego) Investigations of Retrieval Practice as a Learning Tool: Application, Transfer, and Optimization

3/22 Michelle Craig (Computer Science, University of Toronto) Making the Most of Our Teaching: Which Interventions are Worthwhile?

4/12 Dan Suchy (ETS, UCSD) Upcoming engagement with instructors and students to pick the new campus LMS.

4/26 Mia Minnes, Christine Alvarado (on behalf of Mia Minnes, Christine Alvarado, Leo Porter) (CSE, UCSD) Coursera MOOC Material Development and Impacts.

5/10 Christine Alvarado (CSE, UCSD) Overview and details of my CSE Early Research Scholars Program

5/24 Benyam Alemu (SENDforC) Facilitating Student-driven Community Partnerships between Higher Ed Programs and K-12 Schools.

6/7 Tom Carey, Dan Suchy, and Dominique Turnbow Discussion on the 2017 NMC Horizon Report <http://www.nmc.org/publication/nmc-horizon-report-2017-higher-education-edition/>

6/14 Karen Flammer (Commons, UCSD) Online learning initiatives

Special events and working groups

Workshop: Creating an Inclusive Classroom

Jan 5-6, 2017 Workshop participants will produce a student-centered syllabus and expand their repertoire of teaching strategies that can be used to make our classrooms more inclusive for all students. There will also be opportunities to meet colleagues from other academic disciplines and to learn about the campus community centers.

I-Sail Pilot Study: Large Classroom Configurations: Christine Alvarado, Stacey Bridges, Stanley Lo, Gabriele Wienhausen

IRB Working Group: Christine Alvarado, Adam Burgasser, Gabriele Wienhausen, Ying Xiong
Outcome: conditional approval on campus-wide IRB with opt-out consent form

Peer Teaching Observations Working Group: Jim Cooke, Lisa McDonnell, Mia Minnes
Outcome: 5 classroom visits with COPUS data collections, debriefs