OUT OF THE BOX

Workshop on Teaching and Learning

5 May 2023 • 8AM-5PM • Goodwyn Hall

CIVIL RIGHTS ★ CIVIC VIRTUE
AUBURN UNIVERSITY AT MONTGOMERY

AUM | AUBURN UNIVERSITY AT MONTGOMERY
GUEST SPEAKERS COMMITTEE

hhmi

Auburn University at Montgomery
Civil Rights & Civic Virtue Society
Michelle Browder
Goodwyn 109
May 4, 2023

4:30 - 4:35 p.m.	Welcome & Introductions
	Dr. Lynn Stallings, Interim Associate Provost for Undergraduate Studies
	Dr. Catherine Gooch, Department of English and Philosophy
4:35 - 5:15 p.m.	Michelle Browder, More Than Tours
5:15 - 5:30 p.m.	Questions and Answers

The mission of the Auburn University at Montgomery Civil Rights & Civic Virtue Society is to foster civic identity, commitment, and civic-mindedness through community-engaged learning experiences.

Please provide feedback:

This event was made possible through a generous grant from The John Templeton Foundation

CIVIL RIGHTS ★ CIVIC VIRTUE
AUBURN UNIVERSITY AT MONTGOMERY

Guest Speaker
Michelle Browder
More Than Tours

Thursday, May 04, 2023
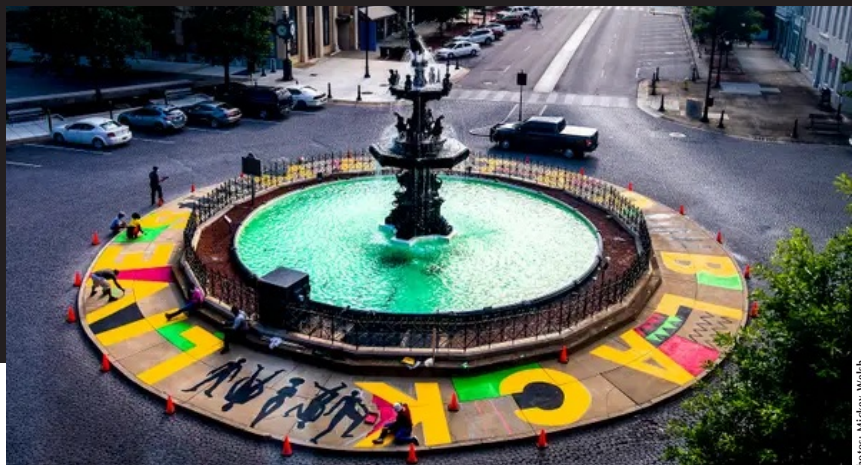**4:30 P. M. — 5:30 P. M.**
Goodwyn 109

TELL US IF YOU PLAN TO ATTEND
SCAN QR CODE

Michelle Browder is a local artist and activist, owner of More Than Tours, a tour company that provides educational tours in Montgomery, Alabama focused on the complicated dimensions of our local history. Her notable works include the Anarcha Lucy Betsey Monument and the You May Feel a Little Pressure Mural, both of which address the historical realities of racial bias in the healthcare system. In 2020, she designed a Black Lives Matter mural near the site of a former slave market. She has been recognized as a community hero and was named as one of USA Today's 2022 Women of the year.

Anarcha Lucy Betsey Monument, the Mothers of Gynecology | Black Lives Matter Mural

Photos: Mickey Welsh

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Program Schedule

8:00   Refreshments and Welcome

8:30   Guest Speaker: Hyemin Han

9:30-12:00 Session 1

9:30 Clarissa Arms-Chavez, CRCV
9:55   Breuna Baine, CRCV
10:20 Gabe Costa, Daniel Kim, Tim Kroft, Pete Haddix, Ben Okeke
         HHMI

10:45 Break

11:00 Dana Comi, CRCV
11:25 Flor Breitman, Rachel Foster, Vanessa Koelling, Claudia Stein,
        Denise Stoeckel, HHMI

12:00 - 1:00 Lunch

1:15 - 2:00 Guest Speakers: Aaron Richmond & Christopher Was

2:15- 4:05 Session 2

2:15 Elizabeth Burrows, CRCV
2:40 Twila Horne, Ting Lo, Gloria McDonald, Luke Smith, HHMI
3:05 Jessica Hayes and Keith Krawzynski, CRCV
3:30 Catherine Gooch, CRCV
3:55 Clarissa Arms-Chavez, Jessica Bodily, Rolando Carol, Casey
       Giordano, HHMI

Guest Speakers

The Inspiring Power of Moral Exemplars in Our Community
Hyemin Han

In this presentation, I will discuss how moral exemplars from our community can significantly inspire students. As the basis for inspiring moral exemplarity, I will propose the three pillars of the Self-determination Theory, i.e., relatedness, competence, and autonomy. The Self-determination Theory presents how we can promote long-lasting intrinsic motivation in moral and civic domains. Students might perceive moral exemplars from our community as relatable and attainable, so they can support students' needs for relatedness and competence to boost prosocial motivation. Also, we can satisfy the need for autonomy by employing community-based autonomous instructional methods when teachers present the exemplar stories. Consequently, community moral exemplars can be reliable and valid sources to promote students' long-term intrinsic motivation to engage in prosocial and civic activities. I will examine these points and their educational implications within the context of exemplar-applied moral education in our community based on empirical evidence from recent research.

Maximizing Your Students' Study Skills? A Workshop on Teaching Strategies
Aaron Richmand and Christopher Was*

*Aaron and Christopher's presentation is generously sponsored by the AUM Guest Speakers Committee.

Many college students use ineffective study strategies. Often this is because they have not been taught effective strategies, but just as often it is simply because they do not know how to self-regulate their learning. Just as often, instructors are unaware that their syllabi and course structures do not support effective learning strategies. These failures, more often than not, lead to students not meeting their achievement goals. Cognitive and educational psychologists have been developing and testing simple learning and teaching strategies that could help students achieve their learning goals. In this workshop we will discuss several strategies that have demonstrable efficacy to improve study efficiency and learning outcomes. The strategies we will share include goal setting, distributed practice, interleaving, and successive relearning.

Abstracts

Design ideation: Using Experiential Exhibition Design to Evoke Emotion
Breuna Baine

The Peacock Tract neighborhood was a relatively insular black community that grew out of a former plantation in Montgomery, Alabama. The community served as a safe space for blacks after Reconstruction and throughout the Jim Crow era. Graphic design students researched the history of Peacock Tract and developed exhibition design concepts based on public records, scholarly research, and anecdotal history. In addition to their study, they explored ways to employ color, shape, text, images, sound, and video to enhance the storytelling and interpretation of their exhibition design concepts.

Storytelling in a historical exhibition often uses chronology to recall history and communicate the progression of an event or several events from beginning to end. The stories contain linearly focused information allowing visitors to learn what has happened over time. One courageous or destructive action leads to another, and that event might lead to significant historical change.

Graphic design and space design set the atmosphere for an exhibition. The experiential part helps visitors retain details of what they are learning and leads them to engage in the experience fully.

This workshop will allow participants to experience a design ideation process for an experiential exhibition design using the story of the destruction of the Peacock Tract neighborhood. It will demonstrate how experiential design gives visitors from diverse backgrounds, with varied ways of learning, an opportunity to use their sense of touch, sight, and sound to evoke emotion.

Reinforcing Common Skills to Develop Mastery and Increase Student Identity, Confidence, and Agency
M. Florencia Breitman, Rachel A. Foster, Vanessa A. Koelling, Claudia Stein, & Denise B. Stoeckel

Long-term learning relies on repetition, practice, and revisiting concepts/skills. In our HHMI working group, we identified nine fundamental skills that introductory biology students need to acquire to become biologists. Once these skills were identified, we set up a list of modifications and assessments to be implemented in our two introductory biology labs (BIOL 1011 and 1021), and we developed a mix of formative and summative assessments. After one semester of 'soft' implementation, we observed improved student motivation and skill levels, as well as lower DFW rates in these courses.

In this workshop, you and your departmental colleagues will identify and discuss a set of skills that your learners need to have mastered upon graduation to be proficient in your discipline. You will then design a preliminary plan to implement a particular skill across courses in your department. This preliminary plan can be used to start discussions in your department about scaffolding and skill reinforcement in your courses.

Abstracts

Exhibiting Learning: Using Tactile Assignments to Deepen Knowledge
Elizabeth Burrows

In this workshop, participants will read a short reading, participate in a brainstorming conversation, and create mini-museum exhibits to represent personal or communal learning from our work. This is a microcosm of what my students did this semester. Students chose topics based on the location of the Legacy Museum and the Equal Justice Initiative's mission/vision. The EJI was the primary audience for the research paper and exhibit model, and the purpose was to persuade the EJI to adopt their exhibits for use at The Legacy Museum or one of the many EJI properties. I hope that our brief workshop time will allow you to experience a glimpse of what my students did and get a taste for how exciting these assignments can be as we dig deep into history and literature through multimodal composition.

Community Building within an Online Environment
Clarissa Arms-Chavez

PSYC 3750: Psychology of Prejudice & Discrimination is offered once a year as a fully asynchronous online course. While the course format is intentional to provide students the necessary time to listen, reflect, and thoughtfully consider their responses to the challenging information, the online environment is also often believed to limit opportunities for community building, a sense of inclusion, and an environment to effectively foster empathy. After all, this course is deliberately set up to challenge the way all students view the hate and bias around them in ways they may have never been challenged to think about before. If this information is introduced carelessly, students may engage in a defensive stance which limits learning and empathy. Even within a limited online environment, it is possible to effectively foster the necessary community building, civic virtues, and empathy necessary as an agent of change toward issues involved within stereotyping, prejudice, and discrimination. Attendees of this workshop will engage first-hand with some of the necessary community building and other applied assignments implemented in the class this semester. It is my hope that you develop an appreciation for how these strategies can result in the same level of community building and empathy within your online classes.

Abstracts

Leveling Up PSYC 1000
Clarissa Arms-Chavez, Jessica Bodily, Rolando N. Carol, Casey Giordano

The PSYC 1000 (Introduction to Psychology) Working Group was tasked with revising the way this course is currently taught. Course revisions attempted to achieve four motivating goals: improve students' attendance, academic success, sense of belonging, and to standardize student learning experiences across all course sections. Through improvements in the course, such as by creating a repository for active learning activities and standardizing learning content, an additional goal was to improve the teaching experience for the variety of course instructors. Three distinct yet related strategies were implemented to achieve the above goals: (1) community building, (2) active learning, and (3) DEI (Diversity, Equity, & Inclusion) initiatives. Each strategy promotes student experiential learning in line with modern best teaching practices. Attendees of this workshop will engage first-hand with some of our implemented changes. We hope that you develop an appreciation for how these strategies can help our students attend class more regularly, perform better on assessments, and feel like the content is personally relevant and meaningful.

Cultivating Virtue in Service-Learning Technical Communication
Dana Comi

This presentation shares a preliminary program and course design for virtue-based service-learning technical communication, as well as persisting questions and challenges. Although situated within technical communication, this presentation makes connections within and beyond the humanities to the benefits, difficulties, and tensions of virtue-based service learning in undergraduate contexts.

Abstracts

Facilitating Effective Learning of Statistical Concepts in Biology Through Consistent Language and Procedures
Gabe Costa, Daniel Kim, Tim Kroft, Pete Haddix, Ben Okeke

Our working group goal is to enhance the understanding of data visualization, statistical analysis, and computer skills among biology students. To achieve this goal, the group will collaborate with instructors and identify shared data analysis and visualization needs based on their activities with students in different classes. After identifying common skills and themes shared across classes, the group will develop a basic curriculum with consistent language and procedures. This approach will facilitate effective learning, and reinforcement to ensure that students are able to understand and apply these concepts across different settings. To support this initiative, the group will also provide training and resources for instructors to ensure that they are able to deliver the curriculum effectively. Additionally, the group will monitor student outcomes and feedback to assess the success of the strategy and make necessary improvements. The group is committed to continuous improvement, and the feedback provided by instructors and students will be critical in achieving this objective. In this presentation, we will use linear regression as an example. The audience will be engaged in a step-by-step walkthrough of an example analysis covering the most relevant topics related to linear regression. Ultimately, the goal of the working group is to improve the knowledge and technical abilities of biology students. By establishing consistent language and procedures across different classes and providing instructors with training and resources, the group hopes to facilitate effective learning of statistical concepts and data analysis.

Oral History Project — Collaborative Partnership between AUM Library and History & World Languages Department
Jessica Hayes and Keith Krawczynski

This session will discuss how Ms. Jessica Hayes of the AUM Library and Dr. Keith Krawczynski of the History & World Languages Department have partnered to collect oral histories from those who lived through the desegregation and post-desegregation era in Montgomery Public Schools, and then making those oral histories publicly available through the AUM Library's Digital Collections.

Abstracts

Research, Analysis, and Community Engagement in Multimodal Projects
Catherine Gooch

My workshop will begin by asking attendees about their experiences with multimodal projects. We will briefly reflect together on positive and negative experiences, potential concerns or fears, and curiosities. I will then explain how multimodal projects offer an ideal opportunity to explore different types of research and practice critical thinking skills. Especially important to my classes is the additional benefit of helping students learn how to engage with their community in meaningful, substantive ways. Using my ENGL 4750/6750: Women's Literature class as a case study, I will offer specific examples of community engagement in research-based documentaries. In doing so, I will highlight how students creatively engaged in the research process. I will also explain how this assignment allows students to practice critical analysis and writing for different audiences in a digital medium, thus achieving course objectives. I will end by sharing insights from my students' documentaries and final reflections. These example projects not only showcase a deep engagement with our local community, but they also demonstrate a commitment to justice, dedication to civic virtues, and continued involvement with local organizations.

Encouraging Productive Student Behavior through Verification
Twila Horne, Ting Lo, Gloria McDonald, Luke Smith

The overarching principle for the presentation is "verification" because we want to encourage students to engage in behavior that will help them succeed in the course.

The group will teach a short lesson in which they model how to use notebooks to verify that students are taking notes correctly, and the group will explain what techniques work when grading notebooks so that the instructor can assess students' quality of work without feeling overwhelmed by the grading process.

Toward the end of the mock lesson, the group will use small whiteboards to model how to verify the percentage of students that can answer questions related to the lesson, instead of using a sampling of responses from a few students, or instead of depending on technology that can unexpectedly fail.

At the end of the lesson, the group will briefly discuss efforts to streamline the types of homework and quiz questions that are in their MathLab course.