IC FAIM offers a series of workshops for faculty professional development in instruction and mentoring. You are welcome to register for the workshop(s) of your choice. The workshops provide instructional and lab materials which can be used in your classrooms and laboratories.

Workshop dates and descriptions are as follows:

**May 19-20, 2014**  
Dr. Arlene Russell (University of California, Los Angeles) Calibrated Peer Review (CPR)

CPR is a web-based, instructional tool, which not only promotes student understanding through writing but also develops student critical thinking skills through the process of evaluation and reviewing. Instructors can use the CPR program for any discipline and with any class size; students can do their assignments wherever they have web access; and administrators do not need to provide additional teaching resources for grading.

**May 21, 2014**  
Dr. Pratibha Varma-Nelson (Indiana University-Purdue University Indianapolis) Designing Courses for Significant Learning

In this session we will discuss the basic components of an integrated course design which include analyzing the situational factors of the course, formulating the learning goals and outcomes, designing assessment measures and selection of teaching and learning activities.

**May 22, 2014**  
Assessing Learning Efficiently

This workshop will provide participants with tools for creating rubrics to assist in making the evaluation and feedback process more effective, more objective, and more likely to result in learning. Additionally, participants will discuss classroom assessment techniques (CATs) which can be used to assess learning formally and informally and provide faculty with the kind of feedback they need to inform their day-to-day instructional decisions, while providing students with information that can help them learn more effectively.
May 23, 2014
Dr. Christine Pfund (University of Wisconsin-Madison) Improve the effectiveness of Mentors

This workshop promotes the development of faculty that is committed to implementing and advancing effective teaching practices for diverse student audiences as part of their professional careers. Furthermore it is to improve the effectiveness of the mentors who will be working with students, and will provide the mentors with the knowledge and skills they need to improve their mentoring.

May 27, 2014
Dr. Robert Blaine (Jackson State University)

Utilizing iPad and Technology in your Instruction

This workshop will teach faculty how to use technology strategies in the classroom; the INNOVATE center - for the creation and dissemination of digital products; the Pedagogical Redevelopment of Instructional Design of the general education core curriculum; and the CREATE center for student, project-based learning.

May 28, 2014
Mr. Chris Lee

A Student Engagement System to Increase Learning in the Classroom

Learning in the classroom is increased when the instructor effectively uses a variety of inquiry, questioning, assessment and organizational techniques for teaching and learning. In this session participants will be invited to question the way they think about education in the classroom.

May 29-30, 2014
Drs. Mickey Sarquis and Lynn Hogue (Miami University, Ohio)

Science Writing Heuristic (SWH)

This workshop is an instructional technique that combines inquiry, collaborative work, and reflective writing, provides a structure for both students and teachers to do effective inquiry activities in the laboratory. Instructors will learn how to challenge their students to answer the questions of “What did I see?” and “What did I do?”; to make observations as any scientist who is investigating a research question would do; to write clearly what they have observed and data collected; to make a claim which is documented by their evidence that has been organized into an argument that defends the claim that they constructed; and finally to complete a report including answering questions from the readings and a reflection component discussing how their ideas have changed, new questions that arose, and link the concepts from the laboratory to the lecture portion of the course.
June 2, 2014
Dr. Wayne Snyder and Ms. Ann Hammersly (Claremont Graduate University, CA)

Translating Research on the Brain and Learning into Practice

This session will provide a brief overview of brain research and learning and how this emerging field informs teaching practices. We will look specifically at modern research into the role of the brain on student motivation, understanding, retention, creativity, and success. Emphasis will include all students, including those who struggle to succeed in the academic environment. We will apply modern understanding of the brain to teaching/learning pedagogy and formative assessment, particularly relating to science. Through presentation, examples, discussion, and application, participants will learn how to incorporate research on learning and the brain into their practice of teaching.

June 3, 2014

Helping Students Develop Deep Understanding of Science Concepts through Inquiry/Discovery Labs

Students understand and retain concepts best when they have created their own understanding through the development of useful models. Laboratory experiences that make use of technology and employ constructivist techniques and critical thinking help students to make and understand natural phenomena in the physical sciences. In this session, participants will conduct experiments using computer probeware and handheld systems that allow them to develop mathematical and graphical models to determine the relationships between variables.

Interested persons may click here to complete an online application or contact:

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