Something strange was happening in Merrifield 10 last semester. If you just walked past the classroom, you probably wouldn’t have noticed anything odd. But if you opened the door, you may have peered into ancient Athens. Or, like me, you may have walked through that door and found yourself in Greenwich Village in 1913.

This time warp was the result of UNIV 110C: “The Call of Duty: Experiencing the Past, Shaping the Future.” The course is one of several first year experience seminars debuting at UND over the past year and a half.

With course goals focused on communication and research skills, Call of Duty students are immersed in role-playing games. These games drop students into turbulent historical moments and challenge them to take on the issues of the time. The curriculum, called Reacting to the Past, has been developed by faculty from a consortium of 40 colleges and universities. UND faculty who have taught with Reacting to the Past games are Melissa Gjellstad (Languages), Deborah Worley (Educational Leadership), Anne Kelsch (History), and Mark Jendrysik (Political Science).

My foray into 1913 Greenwich Village began when Gjellstad, assistant professor of Norwegian and Call of Duty instructor, invited me to play a role in one of the game ses-

(continued on page 2)
sions. The Greenwich Village game focuses on the interests of suffrage, labor, and the New Woman, and players are divided into factions. These groups must work toward their goals as the game progresses over several weeks, culminating in a final vote to determine which faction wins the game.

Some players are not assigned to factions, and faction members compete for their votes. I learned that I would be one of these “indeterminate” players when I received an email from Gjellstad with information about my role, game objectives, and primary sources from the time period. I was to take on the role of Inez Milholland, a celebrity suffragist and the martyr of the American suffrage movement.

Motivated by the sheer terror of going blank during my visit to the class, I wanted to read everything I could about Milholland. As I did I became genuinely interested in her story. I read all the materials I was given, but I didn’t stop there. I also watched Iron Jawed Angels, a 2004 HBO movie depicting the sacrifices and triumphs of young leaders of the American suffrage movement. I did additional research on Milholland, tracking down a book about her and searching for images online. I drafted arguments in support of women’s suffrage so I would be ready to interact with the other players and, if necessary, give a speech. A great deal of reading, thinking, and writing are required to play the game well. As Gjellstad says, “a student who doesn’t dive into the research only gains a superficial understanding of the questions and tensions of the time.” The game structure rewards students for diligent research and preparation.

I was nervous as I entered the classroom on the day of my visit. Because this was the first session of the game, the Gamemaster (Gjellstad) instructed us to introduce ourselves to all of the other players and to learn something about them. My research on Inez Milholland stressed her charismatic, confident personality, so I ignored my own nerves and worked the room, introducing myself as Inez and asking the other players about their lives and their views on suffrage. I met a woman who owned an art gallery, labor movement leaders, an editor of a socialist magazine, several suffragists, and an “anti,” a woman opposed to the suffrage movement.

Later in the class period, members of the suffrage faction gave speeches outlining their positions. Following the speeches, members of the labor faction questioned the suffragists about their goals. My impression was that, on this first day of the game, students tended to oversimplify their arguments. They seemed surprised when someone challenged them, as though they hadn’t anticipated all of the possible counter arguments.

I’ll readily admit that coming up with strong responses was a struggle for me as well. Having to think on my feet and defend women’s right to vote—something I’ve taken for granted my entire life—forced me to consider my assumptions as well as the underpinnings of the opposing arguments. I could see that if I were to return to the game, I’d need to do a lot more homework.

We players weren’t perfect advocates for our causes on day one. And that’s the point. The on-the-spot interactions in the game sessions push students to refine their thinking and arguments as the game develops over many class meetings. They do this both in writing and in their spoken exchanges during game sessions. In my view, this prolonged immersion offers an advantage over only writing a paper (typically read only by the instructor) or having a single debate as a one-time class activity.

As they play the game over time, students give and receive peer-to-peer corrective feedback through their interactions. When asked about changes she has seen in her students, Gjellstad noted their improvement as public speakers: “They have less fear. They’re more prepared.” She also said this increased confidence spills over to the students’ other courses. They tell her “they are more willing to raise their hands and speak in their large lecture classes.”

For the instructor, teaching a course built around role playing games changes the dynamic. Games are a lot less predictable than typical classroom activities. Gjellstad likens teaching the course to “setting a chemical reaction in motion. My job is to be a catalyst.” Once students take on their roles, they are responsible for running the game sessions. The instructor intervenes when necessary but is usually out of the spotlight.

The power of role playing games is their ability to drive purposeful reading, writing, listening, and speaking. Furthermore, role playing pushes critical thinking as players explore assumptions and arguments. The Reacting to the Past games are challenging, especially for first year students. That’s why they are a valuable addition to UND. I believe we need these opportunities to challenge students with rigorous academic experiences.
Funding Available to Attend Teaching Related Conferences and Workshops

When it comes to improving student learning in your classes, there is no need to reinvent the wheel.

A vibrant network of university teaching experts and scholars share their insights every year at regional, national and international conferences and workshops, and the Faculty Instructional Development Committee (FIDC) supports UND faculty travelling to such conferences for professional development in support of their teaching. Grants fund $1000 per trip or $1,5000 for intercontinental travel.

Information on a number of opportunities is available online, whether it be

- a conference focused on teaching within your discipline (for example, the American Political Science Association Teaching and Learning Conference or the American Association of Physics Teachers Conference); or
- a disciplinary conference with teaching-related sessions (which exist in every discipline from the Accounting Information Systems Educator Conference to the Association for Theatre in Higher Education Annual Conference and more); or
- a conference or workshop dedicated to a pedagogical approach or learning outcome (the Council on Undergraduate Research National Conference or the Critical Thinking Community Workshop or the Reacting to the Past Institute at Barnard College); or
- a method of delivery (the Distance Teaching and Learning Conference or the International Conference on Online Learning); or
- a general college teaching conference (like the Teaching Professor Conference, EDUCAUSE or the Lilly Conferences on College Teaching).

If you’d like additional information on grants to support your professional development as a teacher, contact the director or visit the Funding link on the OID website.

Writing Center offers class visits

A visit from a writing consultant is a great way to encourage your students to use the Writing Center. Go to writingcenter.und.edu to learn more.

To schedule a visit, contact Kathleen Vacek at kathleen.vacek@und.edu or 777-6381.
Summer Instructional Development Projects (SIDPs)

SIDPs fund course development grounded in sound teaching practices. Designed to allow faculty to work full-time on instructional development during the summer, these Projects provide a salary stipend of $4000. Work must go beyond normal course development (the program does not fund updating of course content for example) and focus on enhancing student learning.

The application deadline is March 1 (noon) and complete information is available online at oid.und.edu

2013 Teaching with Writing Course Development Workshop

How would you like to have that new prep for fall 2012 completely planned out before the end of May? If you are planning to use writing in a new course or a revision of a course, apply to participate in the Teaching with Writing workshop. The workshop provides an opportunity to work on course development with the input of colleagues from across the disciplines. Along the way you’ll learn about best practices for teaching with writing, including ways to use writing to promote learning and ways to teach students the writing conventions of their disciplines.

The workshop will take place May 20-24 from 8:30 am to 12:30 pm. Participants receive a $500 stipend (subject to standard deductions) and workshop materials.

Applications are due April 1. To apply, complete the online application at writingcenter.und.edu or oid.und.edu

SCALE-UP

Faculty Invited to Develop SCALE-UP Courses

Exceptional UND is our campus community’s shared vision of the future. A key strategic priority is to enrich the student learning experience through high-impact teaching and learning initiatives. The goal of the new Student-Centered Active Learning Environment for Undergraduate Programs (SCALE-UP) classroom in O’Kelly Hall is to change the paradigm for teaching and learning in large undergraduate classes from a passive, lecture-based model of instruction to an active team and inquiry-based model. SCALE-UP facilitates instructors seeking to create highly collaborative, hands-on, technology enriched interactive learning in large-enrollment courses. For more information on UND’s SCALE-UP classroom (including a video interview of students taking SCALE-UP classes last fall) visit http://und.edu/scale-up/

In conjunction with OID, the Office of the Provost and Vice President for Academic Affairs will fund model projects by faculty who want to teach in the SCALE-UP classroom. The projects will be undertaken during the summer of 2013, with the primary objective being the development of appropriate course materials for teaching collaborative, inquiry based courses in 2013/14. The courses developed will serve as additional models for faculty who will use such spaces in the future and OID will organize several venues for the sharing of that work.

This faculty development program is open to all UND faculty (with the exception of GTAs and visiting professors). Preference will be given to large enrollment courses (our SCALE-UP room seats 180 students) and introductory level courses.

More details and the call for proposals are available at www.oid.und.edu. Faculty chosen to participate in the pilot project will receive a $4,000 summer stipend. Proposal deadline March 1.
Faculty Writing Groups Forming Now

Writing Across the Curriculum sponsors various writing groups each semester. You can join an existing or new group, or you can gather a group of colleagues and Kathleen will help you choose a model and get the group underway. To participate or learn more contact Kathleen Vacek, 777-6381 or kathleen.vacek@und.edu.

Upcoming On Teaching Seminars

Role Playing as a Pedagogical Tool
*Thursday, January 24, 12:30 PM - 1:30 PM* (register by *Tuesday, January 22 at noon*)

Guiding Student Learning on Cultural Diversity without Reinforcing their Stereotypes
*Wednesday, February 13, 12:00 pm-1:00 pm* (register by *Monday, February 11 at noon*)

Project Makeover (helping faculty redesign assignments)
*Tuesday, February 26, 12:30 pm-1:30 pm* (register by *Friday, February 22 at noon*)

Bring Your Own Writing: Revising for Flow
*Tuesday, March 26, 8:30 am-9:30 am* (register by *Friday, March 22 at noon*)

Active Learning in Large Classes (lessons from SCALE-UP)
*Wednesday, April 10, 12:00 pm-1:00 pm* (register by *Monday, April 8 at noon*)

All sessions take place in the **Badlands Room** of the Union unless otherwise noted. Visit the Office of Instructional Development online (www.oid.und.edu) to register.

For information contact **Jana Lagro** at 7-4998 or jana.lagro@email.und.edu.
Join a Faculty Study Seminar

Faculty Study Seminars allow faculty with common interests to learn more about a teaching-related topic. This spring the Office of Instructional Development will offer three. Each group meets four times a semester, at times mutually agreed to by participants, to read and discuss an academic or teaching-related book (books provided by OID). Your only obligation is to read and to show up for discussion. To sign up for a group, e-mail the facilitator noted below with your contact information (e-mail and phone) and a copy of your spring semester schedule (noting the times you cannot meet). You will be contacted once an initial meeting date is set.

Integrating Multilingual Students into College Classrooms: Practical Advice for Faculty, Johnnie Johnson Hafernik and Fredel M. Wiant (Multilingual Matters, 2012).

UND is becoming a more linguistically diverse place. The percentage of UND students coming from other countries has nearly doubled from 3.5% in 2001 to 6% today. And it’s not just international students who may use multiple languages—for example, New American and American Indian students may be multilingual as well.

This straightforward book provides practical information for helping international and non-native English speakers succeed in college classrooms. The book explains why many non-native English speakers, even though they have passed English proficiency exams, still struggle with the academic demands of college reading, writing, speaking and listening. The author, a professor and expert on English as a second language in the college classroom, provides solid advice for faculty faced with dilemmas such as grading papers, understanding accents, and understanding the different educational and cultural backgrounds of multilingual students.

Anne Walker (Teaching and Learning) and Kathleen Vacek will co-facilitate this Faculty Study Seminar. If you are interested in participating, contact Kathleen Vacek at kathleen.vacek@und.edu or 7-6381.


Academic Motherhood analyzes the stories of over one hundred women who are both professors and mothers, examining how they navigated their professional lives at different career stages. Kelly Ward and Lisa Wolf-Wendel base their findings on a ten year longitudinal study that asked tenure track women how they manage work and family in their early careers (pre-tenure) when their children are under five years old, and then again in mid-career (post-tenure) as their children mature. The faculty studied work in a range of disciplines and at institutions with differing policies regarding family leave and tenure.

The book intends to help institutions and the tenure track faculty who teach at them “make it work.” Writing for faculty and administrators, as well as scholars, Wolf-Wendel and Ward bring an element of optimism to the topic of work and family in academe. They provide insight and policy recommendations that support faculty with children and offer problem-solving approaches at the personal, departmental and institutional level, as well as addressing the concerns of dual career couples.

Lori Reesor (Vice President for Student Affairs) and Anne Kelsch will co-facilitate this Faculty Study Seminar. If you are interested in participating, contact Anne Kelsch at anne.kelsch@und.edu or 7-4233.

Referring to PowerPoint as the “most abused new technology,” José Bowen makes a compelling case in Teaching Naked for how to prioritize the benefits of the human dimension of learning. While technology is often accused of isolating people, Bowen argues that “a few minutes of questions at the end of an hour covering material from behind a podium is hardly an interactive experience either.” He advocates for using technologies to increase student engagement outside of the classroom and “thus prepare them for real discussions (even in the very largest classes). . . . The goal, in other words, is to use technology to free yourself from the need to ‘cover’ the content in the classroom, and instead use class time to demonstrate the continued value of direct student to faculty interaction and discussion.”

Bowen’s work is part of the ongoing conversation in higher education about the inverted or “flipped” classroom in which content delivery takes place outside the classroom, often utilizing technologies such as podcasting, and classroom time is used for active learning (inverted from the traditional model of class time as lecture or content delivery and homework—thinking or skills based work—done outside class). Bowen argues that if students are going to pay high dollars for campus classes, faculty need to provide more than what can be found online by maximizing their face-to-face time with students. He illustrates how technology can be most powerfully used outside class sessions to ensure that students arrive to class more prepared for meaningful interaction with each other and faculty, and offers practical advice on how to engage students with new technology while restructuring classes into more active learning environments.

Ken Bain (author of What the Best College Teachers Do) writes of Teaching Naked, “Everyone who is concerned about the future of higher education should read it . . . . Bowen makes the most intelligent argument I’ve encountered about how we should think about teaching and learning and emerging technologies. It is also a powerful guide to more effective teaching and deeper learning.”

Lori Swinney (Director of the Center for Instructional and Learning Technology) and Anne Kelsch will co-facilitate this Faculty Study Seminar. If you are interested in participating, contact Anne Kelsch at anne.kelsch@und.edu or 7-4233.

SGID reminder...

Plan now to get midterm feedback from your students!

Arrangements for SGIDs (small group instructional diagnosis, a process for soliciting student feedback at midterm) can be made now.

SGIDs are conducted by trained faculty who work as facilitators for the process in their colleagues’ classrooms. A facilitator will collect information from your students, write it up into a report for you, and provide you with high-quality student input regarding their learning. You’ll have this information at mid-semester, rather than waiting until semester’s end when course evaluations are completed. Furthermore, the interactive nature of the process can motivate students to think more carefully and deeply, so SGID feedback is often more thorough than course evaluations, providing you with a clear understanding of student perceptions. SGIDs are intended to be formative (i.e., for your own benefit as a teacher) rather than summative (they are not to be used as an evaluation of teaching, for example in promotion and tenure files).

To schedule an SGID, please contact Jana Lagro at 7-4998 or jana.lagro@email.und.edu

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To schedule an SGID, please contact Jana Lagro at 7-4998 or jana.lagro@email.und.edu
UPCOMING DEADLINES

February 1  FIDC Grant Monthly Deadline (noon)
March 1    FIDC Grant Monthly Deadline (noon)
            FIDC Summer Instructional Development Project Deadline (noon)
            SCALE-UP proposals due (noon)
April 2    FIDC Grant Monthly Deadline (noon)
            FIDC Mini-Project Grant Deadline (noon)
            Teaching with Writing Course Development Workshop application due

On Teaching is published six times a year as a service to UND faculty.
OID Director: Anne Kelsch. WAC Coordinator and newsletter editor: Kathleen Vacek.
OID/WAC Staff: Jeanne Boppre & Jana Lagro.