

REALISE

Realising Inclusive Science Excellence

How can we get students to intellectually engage more with their coursework?

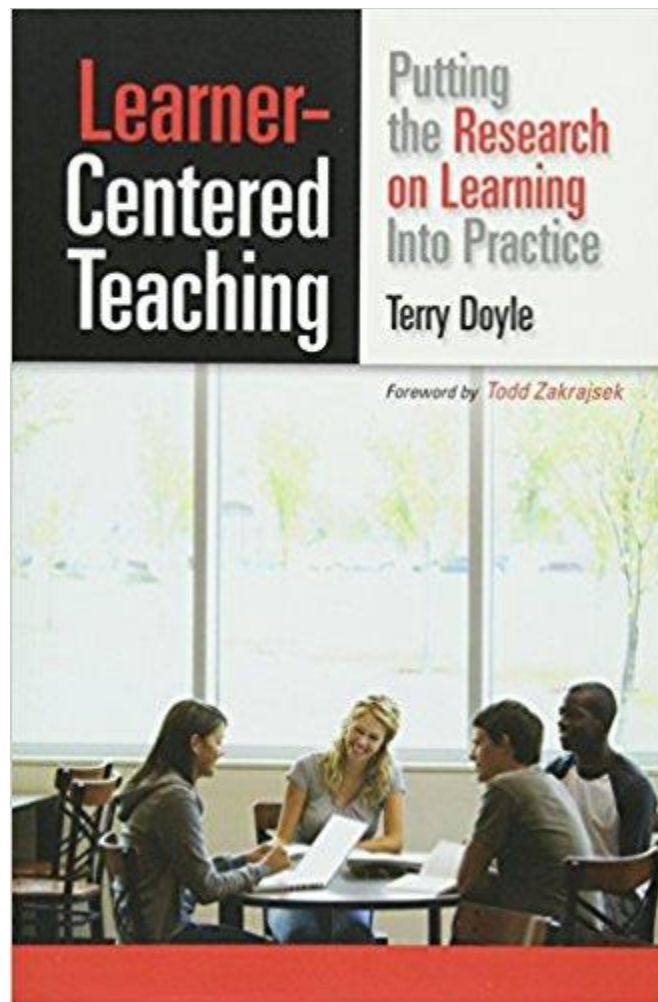
How can we better manage student group dynamics?

How can we challenge our students with interesting, authentic scientific problems without killing ourselves with work?

Spring STEMEd Reading Group

Join us as we explore evidence-based instructional practices that can be immediately implemented in your classrooms, with an emphasis on project-based learning.

Our focus is in response to feedback from faculty across the three departments participating in REALISE, who've asked for actionable, practical advice for reforming instructional practices, and those who hoped to get together as they implement new project-based modules in their courses.



RADFORD UNIVERSITY

Center for Innovative
Teaching and Learning

The goal is to foster a community of scholarly dialogue around teaching, blending the best ideas of experts with the local wisdom and experience of our faculty. Dr. Samantha Blevins from the Center for Innovative Teaching and Learning will also be on hand when we wade into deep pedagogical waters and need a life line.

All faculty are welcome to attend any/all session(s).

The readings are modular, such that discussing any in isolation will still be valuable - come when you can! If you missed the project-based learning workshop, don't hesitate to come to a PBL-themed discussion, and learn about what your colleagues are doing (or new strategies to improve your own course projects).

All meetings will be held at 1pm on Fridays, in CS 286.

Just [email us](#) for a copy of the book! The first chapters are attached here if you want to start this weekend!

Date	Topic
2/2/18	<i>Doyle, Chapters 1-2</i> Follow the Research Getting Students to Do the Work
2/9/18	<i>Project-based learning implementation community:</i> What assignments are you planning to implement, what help do you need from your peers? <i>Doyle, Chapter 3</i> The Power of Authentic Learning
2/16/18	<i>Doyle, Chapter 4</i> From Lecturer to Facilitator
3/16/18	<i>Doyle, Chapter 7</i> How Teachers Can Facilitate Student Discussions by Not Talking
3/30/18	<i>Project-based learning implementation community:</i> Mid-course corrections. What structures were useful (rubrics, peer evaluation, managing team dynamics, etc.) and where do you still need help? <i>Doyle, Chapter 6</i> Sharing Control and Giving Choices
4/6/18	<i>Doyle, Chapters 8</i> Teaching to all the senses The value of diversity for problem-solving
4/13/18	<i>Project-based learning implementation community:</i> Lessons learned, new approaches for next time, faculty needs.

Doyle, T. 2011. Learner-Centered Teaching: Putting the Research on Learning into Practice. Stylus Publishing.



Question, comments, concerns?

Email [Tara Phelps-Durr](#) or [Jeremy Wojdak](#).