**6th Annual Winter Teaching Institute Workshop Abstracts**

**Bash the Winter Blues:  Fostering Achievement in Your Classroom**

*Gary Egan (Mathematics) and Judi Salsburg Taylor (ESOL/Transitional Studies)*

Why do our students struggle with the material in our courses?  What can we do to help students become independent and reflective learners? Our students should be challenged to become less dependent on our instruction and more independent in their learning.  However, this process requires that many students shift out of their comfort zone by challenging themselves to become self-directed.  How can we help foster this kind of growth in our students, no matter the discipline? Join us for an interactive workshop where you will develop simple strategies to help students engage more with your course materials, including the textbook, lectures, and test preparation.  Participants are requested to bring their textbook(s) or any course material that students often find difficult.

**Reacting to the Past: An Experiential Introduction**

*Bob Muhlnikel (English and Philosophy)*

Reacting to the Past is a game-based classroom pedagogy. Each game focuses on a historically significant event, text, or scientific experiment that has multiple interested parties striving to influence the outcome. Students use research skills, oral communication, writing, and negotiation as members of factions present at the time who participated in the events. Participants in this workshop will experience playing a micro-game, followed by discussion of the activity, and hear a brief presentation of student responses to reacting to the past at MCC. Materials for use in various games will be available for faculty members to review.

**Start with a Story: Incorporating Case Studies in the Classroom**

*William Cliff (Biology, Niagara University)*

Case study methodology utilizes real life examples to teach and illustrate important classroom concepts. Featuring WTI’s first outside speaker, this session will start with an overview of case-based learning. Participants will focus on what makes for a good case study and how they might use cases in their own classroom.

**Discussing the Craft of Teaching in a Deep and Meaningful Way**

*Susan Belair (AHPS), Marj Crum (VaPa), Brian Edelbach (Chemistry/Geosciences) Angelique Johnston (English and Philosophy), Gena Merliss (Teaching and Creativity Center), Alice Wilson (Library)*

Often when we meet colleagues in the hall or at the copier, we get the chance to have a quick conversation about something that happened in our classroom. But, we are starved for in-depth productive conversations in a supportive environment. A Critical Friends Group is the perfect place to indulge in those discussions to improve our practice. Come see what it is like to be part of a CFG!

**Writing Matters: Designing WR-Courses in an Age of Redesign**

*Amy Burtner (English) and members from the WAC community*

Writing Intensive (WR) courses are an important high impact practice for every MCC program. During this session, we will speak about what the WR designation means and why it’s more important than ever.  Attendees will look at program/course goals and needs, and consider ways in which Write-to-Learn pedagogy and WR-courses can enhance student learning and foster robust written communication skills. Attendees will leave this session with practical strategies for designing a WR course in their fields.

**Summer Institutes in Action**

*Katie Amann (Mathematics), Mary Mohr (Engineering, Science and Physics), Sarah White (ESOL/TRS)*

Over the past three summers, about 50 faculty participated in week-long summer institutes that focused on using high impact practices in the classroom. At this session you will hear from faculty on the impact this training has made for their classes.  Participants will learn about some of the techniques that have been implemented, how these changes worked out and what lessons they have learned that could benefit others. The goal will be for participants to leave this session with some new ideas for how they might implement collaborative learning and formative assessment in their own classes.

**Build Your Teaching Toolkit: Interactive Formative Assessment Tools**

*Tom Capuano (Instructional Technologies), Larry Dugan (Instructional Technologies), Andrea Gilbert (Instructional Technologies)*

Incorporating formative assessment into classroom practice helps you to adjust your teaching during the learning process, rather than at the end of a course. Students need timely and appropriate feedback and frequent opportunities to demonstrate their knowledge and receive suggestions for improvement. In this session, we will enhance your teaching toolkit with several of our favorite interactive technology tools. These tools can be incorporated into face to face or online classrooms for immediate use during the semester.