

CENTER FOR  
**ACADEMIC INNOVATION**  
SAGINAW VALLEY STATE UNIVERSITY

**TEACHING & LEARNING**  
**SYMPOSIUM** 2020  
SVSU | **February 14**



**THE THREE Rs OF LEARNING:**

Reduce Students' Costs, Reinvigorate  
Lectures, Research Effective Practices

# THE CENTER FOR ACADEMIC INNOVATION

**Dr. Poonam Kumar**

Director,  
Center for Academic Innovation  
and Online Learning

**Dr. Robert Lane**

Professor,  
Department of Political Science

**Dr. Erik Trump**

Professor,  
Department of Political Science

**Ann Coburn-Collins**

Director,  
Academic Support Programs

**INNOVATE**

**COLLABORATE**

**CONNECT**

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**W**elcome to the Center for Academic Innovation's (CAI's) sixth Annual Teaching and Learning Symposium. In alignment with the University's commitment to teaching, The Center's mission is to support innovative practices that advance pedagogical excellence. Our annual symposium showcases innovative work our colleagues are undertaking to improve student learning and success. This year we will be sharing strategies for reducing students' textbook costs, recognizing our colleagues' teaching-related innovations, and offering models for engaging students in lectures.

In the morning, several departments will share how they both improved and also reduced the costs of their students' course materials. We hope that these stories will lead to the broader adoption of Open Education Resources (OER) across campus. Next, we will recognize the various projects undertaken by the 2019 CAI Dow grant recipients and answer questions about applying for the next round of grants. Following lunch, colleagues from five different disciplines will reflect on the place of the lecture in their courses. Their ideas about this central pedagogical method were recently published in *The College Lecture Today: An Interdisciplinary Defense for the Contemporary University*.

Throughout the day, our session format will minimize presentation time to allow more opportunities for questions and conversations. We hope this symposium will provide you with a platform for discussions on teaching and learning topics, and inspire you to innovate at both the individual and program levels. Additionally, of course, we look forward to continuing these conversations and collaborating with you on the development of engaging learning experiences.

- *The CAI Team*

# PROGRAM

## MORNING SESSION

### BREAKFAST

8:30 a.m. - 9:15 a.m.  
**Banquet Room A**

### WELCOME:

Deb Huntley & Poonam Kumar

9:15 a.m. - 9:30 a.m.  
**Banquet Room A**

### WORKSHOP: OER TABLE TASKS

9:30 a.m. - 10:00 a.m.  
**Banquet Room A**

### OER PANEL:

Poonam Kumar (Moderator), Michael Coote, Tony Crachiola, Adam Warhausen, Joseph Weaver

10:00 a.m. - 11:00 a.m.  
**Banquet Room A**

### BREAK

11:00 a.m. - 11:10 p.m.  
**Banquet Room A**

### SHOWCASE SESSION I: DOW PROFESSOR GRANT RECIPIENTS

#### Aneesha Gogineni

*Hands-on Active Learning Approach in Thermodynamics*

11:10 p.m. - 12:00 p.m.  
**Banquet Room A**

#### Brandon Haskett

*Digital Music Creation and Collaboration*

#### Scott Kowalewski & Bill Williamson

*Preparing 21st-Century Communicators, Part II: Digital Video Production in Professional and Technical Writing*



## AFTERNOON SESSION

### DELI LUNCHEON

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12:00 p.m. - 1:00 p.m.  
Banquet Room C

### SHOWCASE SESSION II: LECTURE PANELISTS

1:00 p.m. - 2:00 p.m.  
Banquet Room A

#### Lee Trepanier

*The Lecture in Political Science*

#### Mike Mosher

*Campfire, Curator, DeeJay: Lectures and 'Lectronic Enhancement*

#### Monika Dix

*Discourse on Lecture Comprehension in the Twenty-First-Century Classroom: Teaching with an Awareness of the Cultural Construction of Language*

#### Emily Kelley

*A Voice in the Dark: The Art History Lecture*

#### Warren Fincher

*Curious Lectures and Engaged Students: Teaching in a Context of Bureaucracy and Consumerism*

# OER PANEL & WORKSHOP

## Textbook Costs: Speculation and Comparison



**Michael Coote**  
Assistant Professor  
of Chemistry  
Department of Chemistry

Michael completed his PhD in biochemistry at Oakland University. He has been teaching at SVSU since fall of 2015. His research is focused on lipid metabolism and antimicrobial compounds.

Michael is working on selecting a free/reduced price chemistry text for the General Chemistry I/II series. His student impact involves saving students considerable money on course texts over the span of two semesters. The impact this initiative has on his teaching involves staying sensitive to the financial struggles facing students pursuing higher education.



**Tony Crachiola**  
Associate Dean  
of the College of Science,  
Engineering & Technology

Tony Crachiola is Associate Dean of the College of Science, Engineering & Technology. Previously he was a professor of mathematics at SVSU. He joined SVSU in 2005.

Tony's OER work began with the development of the "SVSU Micro Math" video library. This ongoing project was initially supported by a Dow Professor Grant Award in 2016. Currently he serves as Project Director for the University's Title III grant which includes OER initiatives related to developmental mathematics (including the video library) and general education. He hopes the OER initiatives in developmental mathematics will enhance the developmental math courses, but also provide high-quality, accessible and affordable resources to students and faculty across campus in other settings.



**Adam Warhausen**  
**Associate Professor**  
**of Chemistry**  
**Department of Chemistry**

Adam completed his Ph.D. at the University of Oklahoma. He has been teaching at SVSU since the fall of 2013. His research interests focus on the synthesis, characterization, and electrochemistry of biologically relevant molecules.

Adam wanted to identify and utilize resources that were helpful and inexpensive for his General Chemistry students. He also wanted to have resources that were used across all of the General Chemistry sections to facilitate peer learning. The impact on his students involves keeping the cost of course materials down for the General Chemistry students, compared to previous semesters since moving to an OER while also having quality resources for the students. By switching to an OER and an online assignment system, he has feedback and knows what concepts his students are excelling at and struggling with. This allows him to give more examples and focus on subjects that will help his students be successful.



**Joseph Weaver**  
**Assistant Professor**  
**of Psychology**  
**Department of Psychology**

Joe received his PhD in Experimental Psychology from Case Western Reserve University in 2013. He started teaching at SVSU in 2016. His research focuses on how decision making is influenced by cognitive, emotional, and social factors.

Joe is working on revising an OER written for Gen Ed Statistics to be made available on the Pressbooks platform. He is currently serving on the OER grant committee. His initiative's impact involves students not having had to purchase a textbook or coursepacks for two summer semesters and one fall semester. Students are also reading a text that was developed specifically for the course goals of PSYC 299 Statistics. This means that the important information is more easily identifiable and the examples are more relevant. By developing an OER, he is continually revising the content to better fit student needs as he sees reflected in homework assignments, assessments and through conversation.

The contents of this project were developed under a Strengthening Institutions Program, Title III, from the U. S. Department of Education awarded to Saginaw Valley State University 2017-2022. However, those contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

# SHOWCASE I

## Dow Professor Recipients



**Aneesha Gogineni**  
Assistant Professor  
of Mechanical Engineering  
Department of Mechanical  
Engineering

Aneesha Gogineni completed her PhD in Mechanical Engineering at Wichita State University. She has been teaching at SVSU since Fall 2016. Her passion for research was rooted from her belief that there are a lot of theoretical concepts and practical applications that have not been fully addressed in the mechanical engineering field. Her research interests focus on pedagogical research, Heat Transfer, Fluid Mechanics and Bio-Engineering related topics.

## Hands-on **ACTIVE LEARNING APPROACH** in Thermodynamics

### Abstract

The present study incorporates a hands-on active learning approach in a thermodynamics course. This approach was developed by working with Center for Academic Innovation (CAI) to redesign the course which incorporates new low-stake and high-stake assessments. Funding requested from the Dow Grant was used to purchase and assemble the hands-on materials, as well as for the interactive learning app, which was integrated into the class to increase student responses and engage them in the subject. Student feedback on the redesigned course was collected using a survey with The Institutional Review Board's permission.

### Introduction

Thermodynamics is a pre-requisite for Heat Transfer and Advanced Thermodynamics classes. Every semester nearly 16% of the class (30 student capacity) either fail the course or receive a D and repeat the class. Statistics from the past 4 semesters show that on an average 25% of students (30 student capacity) in thermodynamics receive a C grade. Students attending this course are sophomore level students and they lack knowledge in connecting theoretical concepts to thermodynamic applications (rigid bodies, engines, heat exchangers, nozzles, diffusers, refrigeration, air conditioners, etc.).

The initiatives taken are: introduced interactive lecture demonstrations, thermodynamic application

based demonstration devices for class activities, included definitions on a canvas page for each chapter to help students understand the importance of some topics that repeat in other chapters, studio room was utilized to make video lectures which provided extra information to students outside my class to learn more examples on thermodynamic tables, modified homework style, a specific layout was provided to students which forces them to learn the material and prepare equation sheet for the next exam, introduced an interactive learning app in class to engage students, prepare them for the next exam and provide feedback on where they are in the understanding level on that particular concept, introduced Graphic Organizer for solving problems.

### **Instructional Challenge**

Some of the students did not watch the lecture videos posted on canvas but attempted the quiz given on that topic and realized the importance of watching the video. Students did not pay attention to the definitions page on canvas. Students are used to standard homework which include problems, so it took them a while to figure out my expectations on the new format.

### **Teaching Innovation**

Implemented Active Learning in the course (shifting from traditional teaching methods), increased student response in class, and examined the effectiveness of incorporating active learning pedagogy using Scholarship of Teaching and Learning (SOTL).

### **Impact of Initiative**

Noticed students actively participating in class. The video lectures improved their knowledge on thermodynamic tables, noticed students using the tables with a lot more ease when compared to previous semester students, and graphic organizer forced students to use a specific template while solving the problems-a lot of students have a clear understanding of assumptions and respective equations.

#### References:

Mulop N, Yusof K.M, Tasir Z, "A review on Enhancing the Teaching and Learning of Thermodynamics", International Conference on Teaching and Learning in Higher Education, 2012, vol.56, pp.703-712.

Dempster W, Lee C.K, Boyle J.T, "Teaching of Thermodynamics and Fluid Mechanics using Interactive Learning Methods in Large Class" ASEE Proceedings, 2002.

Abulencia J.P, Vigeant A.M, Silverstein D.L, "Teaching Thermodynamics Through Video Media" ASEE Conference, 2013.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.



**Brandon Haskett**  
Associate Professor  
of Music  
Department of Music

Brandon completed his Doctor of Musical Arts in Music Education at Arizona State University. He has been teaching at SVSU since 2011 and currently serves as the Chair of the Music Department. His research interests focus on world music pedagogy, community music, and technology.

# Digital Music **CREATION** and **COLLABORATION**

## **Abstract**

This project is meant to serve both the MUS 306 Music Technology students, the larger music department, and the University community in which the technology collective would perform. This proposal would enable the music department to upgrade our music technology lab in such a way that collaborative composition, editing, sampling, and production could take place in real-world contexts. Additionally, it would allow for new music to be created that would bring varied genres of music into performances at SVSU and in the community. This project would result in our students' increased exposure to digital music creation and collaboration, allow them to use their previous knowledge of popular music genres to create something new, and give students real-world experiences with hardware, software, and their related processes, which will prepare them more fully for the professional world.

## **Introduction**

This project introduces new creation, recording, and composition tools into the music technology lab.

## **Instructional Challenge**

The project aims to get students creating and experimenting with music in new ways in collaborative settings.

## **Teaching Innovation**

Ableton 10 Suite and Push 2 pads for four workstations (one of which has become a mobile recording cart).

## **Impact of Initiative**

To this point, four students and I have spent an hour and a half each week creating new music using the new technology. We have shared ideas and strategies with each other that have made us more adept with the new possibilities available to us. The next step is to develop this idea further next term with a set of resources and activities to build up skills so creativity can more easily be focused on versus challenges with learning new software and hardware.

Next fall term, this project will be incorporated into the MUS 306 Music Technology course.

### References:

Projects similar to this, found at <https://citme.music.asu.edu/music-learning-teaching-ableton/>, were carried out through Arizona State University's Consortium for Innovation and Transformation. Scholarly research by Dr. Evan Tobias is central to this project proposal. He has numerous studies that examine participatory culture and technology in classroom and hybrid settings. Tobias' research is listed (and some available) at <http://evantobias.net/research-publications-creative-work/>.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.



**Scott Kowalewski**  
Associate Professor  
of Rhetoric and Professional  
Writing  
Department of Rhetoric  
and Professional Writing

Scott serves as co-director for the SVSU Center for Experience Research and Design and RPW Audio and Video Recording Studio. He also serves as Writing Program Administrator at SVSU. His teaching and research interests include, user experience, usability, and multimedia production.



**Bill Williamson**  
Professor  
of Rhetoric and Professional  
Writing  
Department of Rhetoric  
and Professional Writing

Bill is Co-Director of the SVSU Center for Experience Research & Design, and of the RPW Audio & Video Production Studio. His primary research focuses on the intersection of experience architecture, information design, and professional identity for technical communicators.

Preparing 21st-Century Communicators, Part II:

# Digital Video Production in Professional and Technical Writing

## Abstract

Our goal for this project is to better prepare students for the demands of 21st-century communication that rely on digital video production. This project extends the work we began in 2017, integrating audio production into the Professional and Technical Writing curriculum. Funding through this grant was used to purchase digital video recording equipment and supporting peripheral equipment that will augment resources already available to RPW students. Implementing digital video projects across several courses, we will collect artifacts and interview students to learn more about the ways in which digital video production impacts their professional development and core areas of knowledge in the PTW program, as students prepare to meet the demands of contemporary writing careers.

## Introduction

The purpose of this project is to better prepare technical and professional writers for 21st-century communication expectations that increasingly require writers to communicate through multiple design modes, which frequently includes digital video.

## Instructional Challenge

Through this project, we seek to address three overarching questions:

1. In what ways might PTW students engage with digital video to support rhetorical (audience, purpose, context, and technologies) thinking and problem solving, especially in the areas of instruction design, professional promotion, and civic engagement?
2. In what ways might experience with digital video production spark PTW students to imagine new ways

to market themselves professionally? In what ways might that experience impact PTW students' sense of professional identity, and their ability to establish and sustain that identity in shared online spaces?

3. In what ways might PTW students extend and/or converge digital video production experiences with audio production and the PTW Recording Studio?

## Teaching Innovation

Research in technical and professional communication supports the need to provide students with an understanding of 21st-century digital communication practices. Digital video, in particular, helps students consider the ways dynamic images impact text and audio. As we have integrated audio into courses, we have begun to emphasize the differences in composing for print and composing for audio. When students create with audio and video, they continually negotiate the rhetorical affordances of each communication and design mode, and they explore how to implement those modes into their professional practices to achieve specific rhetorical and communicative impact.

## Impact of Initiative

This project is better preparing PTW students for the demand of 21st-century workplaces and the communication technologies required to participate in those environments. The growth and maturation of YouTube.com and private, commercial services for technical training, as examples, suggest that video has become more-significant to professionals in recent years. As RPW faculty, we need to help prepare our students to be rhetorically adept multimedia communicators who understand audience expectations, and who have the technological competencies to harness the rhetorical power of multimedia production.

### References:

Fadde, P. J. and Sullivan, P. (2009). "Video for the rest of us? Toward sustainable processes for incorporating video into multimedia composition." *Technological Ecologies and Sustainability*. D.N. DeVoss., McKee, H.A., & Selfe, R. (Eds.). Logan, UT: Computers and Composition Digital Press/Utah State University Press.

Sheppard, J. (2009). "The rhetorical work of multimedia production practices: it's more than just technical skill." *Computers and Composition*, 26. p.122-131.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.

# SHOWCASE II

## Lecture Panelists



**Lee Trepanier**  
Professor  
of Political Science  
Department of  
Political Science

Lee Trepanier is a Professor of Political Science at Saginaw Valley State University. His research is in Eric Voegelin; Politics and Literature; Religion and Politics; Democracy and Education; and Teaching and Learning Political Science. He is also the editor of Lexington Books series Politics, Literature, and Film and the academic website, VoegelinView.

### The Lecture in Political Science

In an age of online education and educational philosophies like “flipping the classroom,” does the lecture have any role in today’s university? Drawing from the humanities and social sciences and from a range of different types of schools, The College Lecture Today makes the affirmative case for the lecture in the humanities and social and political sciences. These essays explore how to lecture without sacrificing theoretical knowledge.



**Mike Mosher**  
Professor of Art/  
Communication & Media  
Department of Art

With his dual appointment in the Art Department and the Communication Media Administration graduate program, Mike’s practice—the roots of his teaching—has been both high touch (drawing, community murals, comics) and high tech (interface design, onscreen graphics).

### Campfire, Curator, DeeJay: Lectures and ‘Lectronic Enhancement

The contemporary professor stokes a “campfire”, where students are gathered around to hear stories of professional experience that, one hopes, brings wisdom as well as knowledge, see skills demonstrated or to learn of the information in books. Said instructor is also a “curator” who assembles resources, organizes them into a clearly-labelled museum of instructional content. And finally, an educator is a “deejay”, presenting the most engaging and memorable hits of the subject being taught, for retention and forward movement. Through it all, the lecture remains central to the process, but in our century we are privileged to also wrap our lessons in electronic enhancements as we deliver it to our students.



**Monika Dix**  
**Associate Professor**  
**of Modern Foreign**  
**Languages**  
**Department of Modern**  
**Foreign Languages**

Monika Dix, Associate Professor of Japanese, received her Ph.D. in Japanese Literature from the University of British Columbia in Vancouver, Canada, in 2006. She has been teaching at SVSU since Fall 2010. Her research interests include Japanese language, literature, history, religion, and visual culture; comparative literature; women's studies; cultural studies.

## **Discourse on Lecture Comprehension in the Twenty-First-Century Classroom: Teaching with an Awareness of the Cultural Construction of Language**

My chapter "Discourse on Lecture Comprehension in the 21st Century Classroom: Teaching with an Awareness of the Cultural Construction of Language" presents an overview of the research on teaching culture and language through effective pedagogical practices that can be used as tools to assess lecture comprehension ability in the 21st century classroom. It especially focuses on listen-to-summarize tasks that represent listeners' meaning building and the discourse construction of the lecture for assessment purposes. By advocating the theoretical construct of the 3Ps – namely Products, Practices, and Perspectives – combined with an inquiry-based teaching approach, this study discusses the nature of lecture comprehension. In addition to promoting student motivation and engagement that can help overcome past issues of stereotyping and lack of intercultural awareness, it also highlights teachers' and students' perceptions of listen-to-summarize task demands and their respective implications. It is my goal to illustrate how teachers can enhance the traditional lecture with inquiry learning into their lectures to create a rich and meaningful environment in which students interact with authentic material in the target language and fill the transitional spaces between languages with their own understanding of foreign cultures' products, practices, and perspectives.



**Warren Fincher**  
**Associate Professor**  
**of Sociology**  
**Department of Sociology**

Warren completed his Ph.D. at The University of Texas at Austin and has been teaching at SVSU since the Fall 2012 semester. His research interests focus on architecture as a means of mediating and directing cultural change.

## **Curious Lectures and Engaged Students: Teaching in a Context of Bureaucracy and Consumerism**

To the sociologist, the classroom lecture is a social event, an interaction between a lecturer and a receiving audience for educational purposes shaped by its bureaucratic, professional, cultural and social structural context. In *The Child and the Curriculum* (1902), John Dewey acknowledges the interactional nature of classroom education and the need to balance the educator's task of communicating information with the students' ability to assimilate that new information. While Dewey's framing remains valuable in today's educational setting, the classroom context has changed immensely. The lecturer shares her authority in the classroom with an increasing number of external demands: professional accrediting standards, budgeting concerns, and programmatic oversight, while the student has become firmly consumeristic, not only in her attitude as a customer purchasing a service but also in being able to communicate consumer satisfaction through social media. Thus, the twenty-first century lecture must attend to three tasks: fulfill bureaucratic dictates, provide a valuable consumer product, and foster disciplinary proficiency in the student. The typological analyses I provide examines the utility of framing the lecturer as a "professional" (a social position Elliot Freidson (2001) offers as an alternative to bureaucrat and salesman), the implications of framing the student as a "client," and the nature of the lecture as an exercise between a professional and her client. With the social context of today's lecture thus defined, my chapter explores communicative strategies borrowed from presentations endemic to bureaucratic settings (e.g., the informational business meeting) and consumeristic settings (instructional or investigative mass media).



**Emily Kelley**  
**Professor of Art**  
**Department of Art**

Emily Kelley is Professor of Art History and came to SVSU in 2009. She completed her Ph.D. at Cornell University. As part of a small art history faculty, she teaches a range of topics including Medieval Art, Art of Latin America, and Modern and Contemporary Art as well as introductory courses.

## **A Voice in the Dark: The Art History Lecture**

My chapter “A Voice in the Dark: The Art History Lecture,” argues that the lecture remains a valuable format for introductory art history courses particularly when elements of student interaction are part of the delivery. While motivated students could learn facts and memorize dates from their textbook, for most students it is through the art history lecture that the images gain vibrancy and where students learn to analyze the objects and apply their knowledge. The chapter explains some of the reasons that art historians continue to use the lecture format, particularly at the introductory level. It also addresses strategies to actively engage students during portions of the lecture through review, questions, and small group activities.



# Grant Funding Opportunities

The Center for Academic Innovation offers three different types of grants to support innovations in teaching and learning.

## **Dow Professor Grants**

Funded by Herbert H. and Grace A. Dow foundation, these grants provide funding for innovative teaching projects to support thoughtful pedagogical experimentation. The grants support the work of individual tenure-track faculty, and teams of faculty for academic and pedagogical innovation projects that enhance student learning. The competition is open to all tenure-track faculty. Estimated number of awards: six. Estimated amount: up to \$5,500 per project.

Deadline for submitting an application is by 4:30 p.m. March 15th yearly or the next business day. Additional information is available on our website ([www.svsu.edu/cai](http://www.svsu.edu/cai)).

## **Department Innovation Grants**

The purpose of these grants is to support innovative department projects that will improve teaching or other department practices related to student learning and success. The project should be tied to an area of need identified in a recent five-year review, accreditation report, or annual departmental planning report. Up to three awards are provided for \$5,000 each. Applications are due by March 15th, 4:30 p.m. or the next business day if the due date falls on a weekend.

## **Open Education Resources (OER) Grant**

Funded by a Title III grant, the Center provides grant opportunities for faculty who are interested in reducing the cost of textbooks in general education and developmental education courses. Supported by the grant, faculty will redesign their courses using Open Education Resources. Funding amount: \$1,500 to \$5,500. Proposals are due by 4:30 p.m. on June 1st annually or the next business day if the due date falls on a weekend.

To apply, visit the Office of Sponsored Programs website at [svsu.edu/sponsoredprograms/](http://svsu.edu/sponsoredprograms/)

# Please join us for the Upcoming Teaching Tables:

## **“Getting Published”**

Presented by Lee Trepanier

**Wednesday, February 19th**

**11:30am-1:00pm**

**Emeriti Room, Curtiss Hall**

## **“Interprofessional Service Opportunities”**

Presented by Judi Cox and the IPEC team (HHS)

**Wednesday, March 11th**

**11:30am-1:00pm**

**Emeriti Room, Curtiss Hall**

## **“Interdisciplinary Project Idea Speed Dating Session”**

Presented by Erik Trump

**Thursday, April 2nd**

**11:30am-1:00pm**

**Emeriti Room, Curtiss Hall**

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## TEACHING

- 1-on-1 Consultations
- Innovative Pedagogy
- Teaching Certificates Program
- Course Design
- Best Practices

2

## SCHOLARLY & CREATIVE ACTIVITIES (SOTL)

SOTL is a scholarly inquiry into student learning which advances the practice of teaching by making inquiry findings public

# How CAI Supports Faculty

## GRANTS

- Dow Professor Awards
- CAI Department Innovation Awards
- OER Grants

## UNIVERSITY SERVICE

Facilitate discussions, lead workshops, & present/share innovative ideas

4

3

# Upcoming Webinars

Online - 10:00 - 10:30 a.m.

## Designing and Facilitating Effective Online Discussions

**Feb 17**

## Presenting Effective Videos for Online Instruction

**Mar 16**

## Designing Accessible Materials for Students of All Abilities

**Apr 20**

Sign up at  
[svsu.edu/workshops](https://svsu.edu/workshops)

# Reflective Notes

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- **Based on the sessions you attended, what strategies might you use with your students to enhance their learning?**

- **What ideas sparked your interest?**

# Additional Notes

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