8:30 Coffee and Chat

9:00 Welcome — Diane Boyd and Associate Provost Emmett Winn

9:15 Keynote Presentation– Mike Winiski

Adventures in Project Based Learning: Cats, Dogs, Drones, and Streetlights

Break

Presentations by Auburn Faculty & Students

10:10 Ana Franco-Watkins

Let the Games Begin-- Project-based Active Learning

The emphasis is on building basic foundational concepts with several small presentations to culminate in a larger project that encompasses the entire course. The project-based learning allows for the following students outcomes: improved presentation speaking, style, & confidence, increased collaboration amongst group members, creative and unique approaches for problem solving, and ability to work with individuals who have different motivations, personalities, and conflict styles.

10:30 Margaret Williamson

Pharmacy Practice Experience: A Longitudinal, Team-Based Approach to Pharmacy Care to the Community

All first through third year student pharmacists are enrolled in a six-semester, longitudinal, introductory experiential education course that requires work in teams of 12-18 and sub-teams of 3-5 students. Each team is assigned a caseload of patients for which they are responsible for providing pharmaceutical care to patients in the Auburn, Opelika, and Mobile communities.
Team-Based Learning: Facilitating Application in the Classroom

TBL is a methodological approach to flipping the classroom that focuses on using class time for team application exercises after conducting a readiness assurance process to determine if students have grasped major concepts from the reading material. At the heart of TBL are the application exercises through which students engage in deep discussion with teammates and teams simultaneously report their results. This session will discuss the 4 “S” approach to application exercise design and facilitation.

Break

Fusion of Science and Art: Project-Based Learning in Physics of Music Course

Students experienced an active learning environment by carrying out the collaborative group projects which involved hands-on activities designed to aid their knowledge-building processes. By engaging in the STEAM related project, symbiotic relationship between science and art can also be appreciated.

The Student’s Perspective

Thomas is a Junior in Computer Science; Mary Kate is a senior Industrial and Systems Engineering major; and Michael is a senior majoring in Physics and Wireless Software Engineering.
1:00 Workshop – Mike Winiski

Project-Based Learning in Your Courses

During this workshop you will collaborate with fellow participants to evaluate the role that project-based learning can or does play in your courses. Whether you are just considering possibilities or have already built a course around complex student projects, we’ll discuss ways to design experiences for students that help them engage in meaningful questions and develop evidence-based and practical solutions. We’ll discuss traps that can derail student projects, strategies for keeping them on track, and institutional barriers to and opportunities for enhancing student learning through community-based projects.

2:30 Wiebke Kuhn and Kathy McClelland

Resources for Project Based Learning Available at Auburn University

2:45 Wrap Up / Take-Aways / Feedback

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About the Presenters

Mike Winiski

As Associate Director of Furman’s Center for Teaching and Learning (CTL), Mike collaborates with faculty to design courses and assignments that encourage student exploration and engagement. He specializes in integrating spatial analytical techniques into existing courses ranging from Consumer Behavior to The History of Western Medicine. He teaches the project-based Introduction to Geographic Information Systems (GIS) course, in which students collaborate with faculty from across disciplines as well as community members to address original research questions. Recent GIS projects include collaborations with the Spartanburg Humane Society, Greenville Gardening for Good, and the New Washington Heights Community streetlight initiative. The community/campus collaboration was recently awarded the Innovisions Community Service Award for its use of GIS and drone technology to address lighting and safety issues in two Greenville neighborhoods. Mike also teaches a first year seminar about Mars and an interdisciplinary course, E-Merging Learning Technologies.

Ana Franco-Watkins

Ana M. Franco-Watkins joined the Department of Psychology at Auburn University in 2006. Her research focuses on using psychological theories and methodologies to elucidate decision making processes that address basic and applied research questions with real-world implications. Her research interests include: Decision Making & Behavioral Economics, Effects of Stress on Decision Making, Self-Control and Decision Making, Working Memory and Strategy Use in Decision Making, and Applications of Decision Making: Organizations and Industry, Health, and Education.

Margaret Williamson

Margaret Williamson, Pharm.D. is an Assistant Clinical Professor in the Department of Pharmacy Practice at Auburn University Harrison School of Pharmacy. Dr. Williamson joined the Auburn faculty in July 2013. She received her Bachelor of Science in Microbiology in 2007 and a Doctor of Pharmacy degree in 2012 from Auburn University. She went on to complete her post-graduate residency training at East Alabama Medical Center in Opelika, Alabama.
Cathleen Erwin

Cathleen Erwin is an assistant professor in the Department of Political Science where she joined the health administration program faculty in August 2010. She holds a Ph.D. in Administration-Health Services from the University of Alabama at Birmingham, an M.B.A. from Auburn University Montgomery and a B.A. in theatre from Auburn University. Dr. Erwin spent more than twenty-five years working in the fields of administration, development, public relations and communications for nonprofit health care, higher education and arts organizations. Her primary teaching areas are the health information technology and health insurance and reimbursement courses.

Minseo Park

Minseo Park holds the Thomas and Jean Walter in the Department of Physics. He received his bachelor of science and a master’s from Yonsei University in ceramic engineering and from Iowa State University in materials science and engineering, respectively. In 1998, he received his doctorate in materials science and engineering, with a minor in solid state sciences from North Carolina State University. He joined the Auburn University Department of Physics in 2003.