OPEN CLASSROOM DAYS

MARCH 29, 30, & 31

Open Classroom Days is an unique opportunity to visit the classrooms of generous colleagues who are willing to share their pedagogical approaches, teaching strategies, and instructional tools with others.

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Please join TEFD and your colleagues on Open Classroom Days!
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<th>Course Title / Description</th>
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<tr>
<td>8:30 to 9:45</td>
<td>David Ford</td>
<td>Department of Chemical Engineering</td>
<td>CHEM-ENG 120: Fundamentals (Chemical Engineering)</td>
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<tr>
<td>8:30 to 11:15</td>
<td>Lisa Chiodo</td>
<td>School of Nursing</td>
<td>NURSING 420: Introduction to Nursing Research</td>
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<tr>
<td>10:00 to 11:15</td>
<td>Anna Branch</td>
<td>Department of Sociology</td>
<td>SOC 381: Racism at Work</td>
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<td>Allison Butler</td>
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<td>COMM 427: Media Literacy</td>
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<tr>
<td>11:30 to 12:45</td>
<td>Lorraine Cordeiro</td>
<td>Department of Nutrition</td>
<td>NUTRITN 572: Community Nutrition</td>
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<tr>
<td>2:30 to 3:45</td>
<td>Andrew Donson</td>
<td>Departments of History and German and Scandinavian Studies</td>
<td>HISTORY 323/GERMAN 323: Modern German History, 1750- present</td>
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<td>Bernard Morzuch</td>
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<td>RES-ECON 213: Intermediate Statistics for Business and Economics</td>
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<tr>
<td>4:00 to 5:15</td>
<td>Lena Fletcher</td>
<td>Department of Environmental Conservation</td>
<td>NRC 185: Sustainable Living: Solutions for the 21st Century</td>
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<tr>
<td>4:00 to 6:30</td>
<td>Robert Maloy, Sharon Edwards, and</td>
<td>Department of Teacher Education and Curriculum Studies</td>
<td>EDUC 497I: Tutoring in Schools</td>
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<td>Allison Malinowski</td>
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# FULL SCHEDULE

## WEDNESDAY, MARCH 30

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<th>Course</th>
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<tr>
<td>8:00 to 8:50</td>
<td>Jason Hooper</td>
<td>Department of Music and Dance</td>
<td>MUSIC 113: Theory 2</td>
</tr>
<tr>
<td>9:05 to 9:55</td>
<td>Judith LaBranche</td>
<td>Department of Kinesiology</td>
<td>KIN 340: Exercise Testing and Programming</td>
</tr>
<tr>
<td>9:25 to 10:40</td>
<td>Brokk Toggerson</td>
<td>Department of Physics</td>
<td>PHYS 131: Introductory Physics I</td>
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<tr>
<td>10:50 to 12:05</td>
<td>Brokk Toggerson</td>
<td>Department of Physics</td>
<td>PHYS 131: Introductory Physics I</td>
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<tr>
<td>11:15 to 12:05</td>
<td>D. Venkataraman</td>
<td>Department of Chemistry</td>
<td>CHEM 756: Organic Synthesis</td>
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<tr>
<td>12:20 to 1:10</td>
<td>Russell Tessier</td>
<td>Department of Electrical and Computer Engineering</td>
<td>ENG 232: Hardware Organization and Design</td>
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<tr>
<td>2:30 to 3:45</td>
<td>Traci Hess</td>
<td>Department of Operations and Information Management</td>
<td>OIM 453: Business Intelligence and Analytics</td>
</tr>
<tr>
<td>4:00 to 5:15</td>
<td>Brokk Toggerson</td>
<td>Department of Physics</td>
<td>PHYS 131: Introductory Physics I</td>
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<tr>
<td>4:00 to 6:30</td>
<td>Rebecca Dingo</td>
<td>Department of English</td>
<td>ENGL 891: Transnational Rhetorical Studies</td>
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FULL SCHEDULE

THURSDAY, MARCH 31

8:30 to 9:45
David Ford
Department of Chemical Engineering
CHEM-ENG 120: Fundamentals (Chemical Engineering)

David Gross
Department of Biochemistry and Molecular Biology
BIOCHEM 471/CHEM 471: Physical Chemistry
(in a lecture-based classroom)

10:00 to 11:15
Anna Branch
Department of Sociology
SOC 381: Racism at Work

Allison Butler
Department of Communication
COMM 427: Media Literacy

Dave Gross
Department of Biochemistry and Molecular Biology
BIOCHEM 471/CHEM 471: Physical Chemistry
(in a TBL class room)

11:30 to 1:00
Paul Dennis
Department of Music and Dance
DANCE 151-01: Elementary Composition

2:30 to 3:45
Andrew Donson
Departments of History and German and
Scandinavian Studies
HISTORY 323/GERMAN 323: Modern German History, 1750-present

Bernard Morzuch
Department of Resource Economics
RES-ECON 213: Intermediate Statistics for Business and Economics

4:00 to 5:00
Keynote Address
Eric Mazur, Professor of Physics
Harvard University

MOST CLASSES HAVE LIMITED CAPACITY.
SEE COURSE DESCRIPTIONS TO REGISTER.
Eric Mazur is an internationally recognized scientist and researcher who leads a vigorous research program in optical physics and supervises one of the largest research groups in the Physics Department at Harvard University.

Dr. Mazur came to Harvard University in 1982 after obtaining his Ph.D. at the University of Leiden in the Netherlands. In 1984 he joined the faculty and obtained tenure six years later. As a researcher, Dr. Mazur has made important contributions to spectroscopy, light scattering, the interaction of ultrashort laser pulses with materials, and nanophotonics. He has also authored or co-authored 83 scientific publications, 36 patents, and several books, including the *Principles and Practice of Physics* (2014), a book that presents a groundbreaking new approach to teaching introductory calculus-based physics.

In addition to his work in optical physics, Dr. Mazur has been very active in education. In 1990 he began developing Peer Instruction, a method for teaching large lecture classes interactively. He is the author of *Peer Instruction: A User's Manual* (Prentice Hall, 1997). In 2006, he helped produce the award-winning DVD *Interactive Teaching*. Dr. Mazur's teaching method has developed a large following, both nationally and internationally, and has been adopted across many disciplines.

CLICK TO REGISTER FOR PROFESSOR MAZUR’S KEYNOTE ADDRESS
# Participating Faculty

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<tbody>
<tr>
<td>Anna</td>
<td>Branch</td>
<td>Sociology</td>
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<tr>
<td>Allison</td>
<td>Butler</td>
<td>Communication</td>
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<tr>
<td>Lisa</td>
<td>Chiodo</td>
<td>Nursing</td>
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<td>Lorraine</td>
<td>Cordeiro</td>
<td>Nutrition</td>
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<tr>
<td>Paul</td>
<td>Dennis</td>
<td>Music and Dance</td>
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<tr>
<td>Rebecca</td>
<td>Dingo</td>
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<td>Andrew</td>
<td>Donson</td>
<td>History / German and Scandinavia</td>
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<tr>
<td>Lena</td>
<td>Fletcher</td>
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<tr>
<td>David</td>
<td>Ford</td>
<td>Chemical Engineering</td>
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<td>David</td>
<td>Gross</td>
<td>Biochemistry and Molecular</td>
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<td>Traci</td>
<td>Hess</td>
<td>Operations and Financial</td>
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<tr>
<td>Jason</td>
<td>Hooper</td>
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<tr>
<td>Karen</td>
<td>Kurczynski</td>
<td>History of Art and Architecture</td>
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<td>Judith</td>
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<td>Robert</td>
<td>Maloy</td>
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<td>D.</td>
<td>Venkata-raman</td>
<td>Chemistry</td>
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COURSE DESCRIPTIONS

ALPHABETICAL, BY INSTRUCTOR

Anna Branch
Department of Sociology
College of Social and Behavioral Sciences
College Outstanding Teaching Award

SOC 381: Racism at Work
Tuesday, 3/29 or Thursday, 3/31
10:00 AM to 11:15 AM
Enrollment: 25
Maximum Number of Visitors: 10 per class

This course is a study of racism @ work. Literally, how racial/ethnic prejudice (racism) as well as gender affect work and shape labor market opportunity in the contemporary United States. But also figuratively, examining where and when racism is at work in the daily lives of racial/ethnic minorities. The theme of that week will be racial identity on the job, women in management. March 29 will start with student group led discussion of themes in the readings with integration of media. March 31 will be an interactive discussion of an unassigned paper on which racial/gender group manages others.

Pedagogical strategies, techniques, or tools used in this class:

- Disciplinary Debates
- Discussion
- Mini-Lecture
- Problem-solving
- Real World Application
- Small Groups
- Writing

CLICK TO REGISTER FOR PROFESSOR BRANCH’S TUESDAY CLASS OR THURSDAY CLASS
COURSE DESCRIPTIONS

ALPHABETICAL, BY INSTRUCTOR

Allison Butler
Department of Communication
College of Social and Behavioral Sciences
Distinguished Faculty Partnership Award
Service Learning Faculty Fellowship

COMM 427: Media Literacy
Tuesday, 3/29 or Thursday, 3/31
10:00 AM to 11:15 AM
Enrollment: 28
Maximum Number of Visitors: 4 per class

A primary goal of Comm 427: Media Literacy is to introduce students to the work of media literacy by involving them directly and actively in the process of doing media literacy. A visitor to class on an activity day will see students deeply engaged in work that illuminates the theories and concepts of media literacy, beginning with an exploration of the self and extending to a broad understanding of the relationship between media and culture. March 29th will be an interactive activity day - listening to music and doing lyrical analyses of a set list of songs, applying media literacy concepts to the analyses, while March 31st will be a discussion of teacher training in media literacy, focused on research done in a comprehensive high school in Worcester.

Pedagogical strategies, techniques, or tools used in this class:
  - Creativity
  - Discussion
  - Hands-on
  - Real World Application
  - Simulation
  - Small Groups

CLICK TO REGISTER FOR PROFESSOR BUTLER’S TUESDAY CLASS OR THURSDAY CLASS
This course provides students with the opportunity to reflect on and integrate their learning and experiences in General Education courses and courses specific to the nursing major into real-world experiences in nursing, through the lens of nursing research. Skills, attitudes and knowledge from multiple sources and experiences will be discussed and used as a framework for student reflection. The aim of this course is to introduce students to research designs and methods, evidence based practice, critique of published nursing studies, and clinical problems and decision-making issues facing professional nurses today. Students will consider how multiple perspectives influence the design and conduct of nursing research, and how their own perspectives influence their reaction to published research.

On Tuesday, March 29, students will review lecture content previously viewed, followed by group activities. On this day, two activities are planned. The first activity will be to create a mindmap of their research problem and question. This map will include all variables that might influence the relationship between the key predictor and outcome variables in the study each team is designing. In addition, they will participate in a journal club where they will review literature that is relevant to their research problem and question. Finally, there will be a quiz at the end of class that will cover the taped lecture content.

Pedagogical strategies, techniques, or tools used in this class:
- Creativity
- Discussion
- Debate
- Learning in Teams
- Demonstration
- Mini-Lecture
- Problem-Solving
- Small Groups
- Technology

CLICK TO REGISTER FOR PROFESSOR CHIODO'S CLASS
A primary goal for community nutrition is to allow students an opportunity to plan, design, and implement a nutrition education program in partnership with a community organization. This year, we will be implementing nutrition education programming at Crocker Farm Elementary School. Students will be working in teams in applying their community nutrition knowledge through a service learning activity that is designed to meet the community partner’s identified need. On March 29, students will be presenting a draft of their projects prior to implementation. We will discuss changes to their designs. The class begins with music promoting nutrition education messages and includes a short break during which time a student leads us through an exercise.

Pedagogical strategies, techniques, or tools used in this class:

- Creativity
- Demonstration
- Discussion
- Hands-On
- Learning in Teams
- Problem Solving
- Real World Application
- Small Groups
With a dual purpose of creative experimentation and critical analysis, the course will give students a comprehensive understanding of the material content of dances. Participants will be able to develop a wide vocabulary of movement as a means of expression. Using the concepts offered by Rudolf Laban, participants will discover and experiment; they will learn the nature of the elements of dance/movement as a basic tool for dance composition, being able to best judge how to select, refine and combine them.

Pedagogical strategies, techniques, or tools used in this class:
- Creativity
- Critical Analysis
- Discussion
- Performance
- Problem Solving
- Small Groups
- Studio Instruction

CLICK TO REGISTER FOR PROFESSOR DENNIS’S CLASS
Rebecca Dingo
Department of English
College of Humanities and Fine Arts

ENGL 891: Transnational Rhetorical Studies
Wednesday, March 30
4:00 PM to 6:30 PM
Enrollment: 14
Maximum Number of Visitors: 5

This course takes an interdisciplinary approach to the study of globalization and transnational studies. We consider how the circulation of people, goods, social movements, and discourses across borders—while not entirely new (people have been crossing borders and trading for centuries!)—at the end of the 20th century up until now, signals a new form of circulation often impelled by neoliberal and austerity economics, post and neo colonial conditions, war, and age old belief. On Wednesday, March 30, students will engage in a discussion about rhetoric and human rights – visitors will see how humanities scholars engage with global and national policy initiatives around human rights as well as how to use a variety of texts (a film, theoretical texts, and court documents) interdisciplinarily to develop better rhetorical practices and analyses.

Pedagogical strategies, techniques, or tools used in this class:
- Creativity
- Discussion
- Small Groups
- Writing
- Other: Student Designed Learning

CLICK TO REGISTER FOR PROFESSOR DINGO’S CLASS
COURSE DESCRIPTIONS

ALPHABETICAL, BY INSTRUCTOR

Andrew Donson
Departments of History and German and Scandinavian Studies
College of Humanities and Fine Arts
Team-Based Learning Fellow
Lilly Teaching Fellow

HISTORY 323/GERMAN 323: Modern German History, 1750-present
Tuesday, 3/29 or Thursday, 3/31
2:30 PM to 3:45 PM
Enrollment: 45-54
Maximum Number of Visitors: 5 per class

My course is a modified team-based-learning course that I revised during my Lilly Fellowship in 2010-2011. My main goal in redesigning it was to make a big course that could develop the skills that students usually can only do in a small course. I aimed to increase active learning and introduce methods that helped students to pay attention. I also aimed to teach writing in a large course. Visitors to Modern German History will see students discuss readings, hear lectures, and discuss the lecture content.

Pedagogical strategies, techniques, or tools used in this class:
- Disciplinary Debate
- Discussion
- Historical Inquiry
- Learning in Teams
- Mini-Lecture
- Small Groups
- Writing

CLICK TO REGISTER FOR PROFESSOR DONSON’S TUESDAY CLASS OR THURSDAY CLASS
COURSE DESCRIPTIONS

ALPHABETICAL, BY INSTRUCTOR

Lena Fletcher
Department of Environmental Conservation
College of Natural Sciences
Fellowship for Innovative Teaching (FIT)
Distinguished Teaching Award T.A. Nominee

NRC 185: Sustainable Living: Solutions for the 21st Century
Tuesday, 3/29
4:00 PM to 5:15 PM
Enrollment: 80
Maximum Number of Visitors: 10

My overarching goals learning goals for this class are to increase awareness, optimism and motivation regarding the systemic challenges to sustainable living we as a global society are facing in the areas of natural resource use, food systems, waste, energy and climate change and to equip students with the information, tools and experience to affect positive change in their lives. I get particularly excited about opening students up to engaging civically to volunteer for the greater good of society and the earth. In this class we embrace contemplative practices (like mindfulness and reflection), team-based activities and projects, multimedia and professional skill development, and a civic engagement project.

Pedagogical strategies, techniques, or tools used in this class:
  Clickers
  Contemplative Practice
  Creativity
  Discussion
  Learning in Teams
  Small Groups

CLICK TO REGISTER FOR PROFESSOR FLETCHER’S CLASS
David Ford
Department of Chemical Engineering
College of Engineering
Student-Centered Teaching and Learning (SCTL) Hybrid Fellow

CHEM-ENG 120: Fundamentals (Chemical Engineering)
Tuesday, 3/29 or Thursday, 3/31
8:30 AM to 9:45 AM
Enrollment: 73 on Tuesday, 76 on Thursday
Maximum Number of Visitors: 12 per class

I am teaching this course in a blended learning format for the first time this semester. The students are split into two sections that meet separately for 75 minutes per week in a team-based learning (TBL) classroom, and together for 50 minutes per week in a regular classroom. The students engage in team-based problem solving during TBL classroom meeting times, and access the traditional lecture and demonstration content in video format through the LMS at their convenience. An iRAT is done via a Moodle quiz due at the beginning of each week to assure readiness for the TBL activities. This approach provides students with an experience that is more comprehensive in terms of available course material, while covering a wider range of learning styles. Visitors to the class will see students working in teams to solve engineering problems in a state-of-the-art TBL classroom.

Pedagogical strategies, techniques, or tools used in this class:
- Creativity
- Discussion
- Learning in Teams
- Mini-Lecture
- Problem Solving
- Small Groups
- Technology

CLICK TO REGISTER FOR PROFESSOR FORD’S TUESDAY CLASS OR THURSDAY CLASS
David Gross
Department of Biochemistry and Molecular Biology
College of Natural Sciences
College Outstanding Teaching Award
TEACHnology Fellow
Blended Learning Fellow
Team-Based Learning Fellow

BIOCHEM 471/CHEM 471: Physical Chemistry
Thursday, 3/31
8:30 AM to 9:45 AM (lecture-based classroom)
10:00 AM to 11:15 AM (TBL Classroom)
Enrollment: 140 between two sections
Maximum Number of Visitors: 5 per section

My class is in a flipped format, with reduced in-class time and an in-class focus on problem solving. The first section (8:30 AM) is in a lecture-based classroom and the second section (10 AM) is in a TBL classroom. The standard classroom features peer-peer collaborative problem solving and the use of the Top Hat audience response system. The TBL classroom features team-based work in class in the form of problem solving and collaborative readiness assessments. A visitor to either class will see me doing a little lecturing on a topic area followed by students working on problems that delve into the topic, often beyond the level of the material that the students viewed and worked on prior to class.

Pedagogical strategies, techniques, or tools used in this class:
- Audience response system (clickers)
- Mini-Lecture
- Flipped Classroom
- Problem Solving
- Learning in Teams
- Small Groups

CLICK TO REGISTER FOR PROFESSOR GROSS’S 8:30 AM OR 10:00 AM CLASS
OIM 453 provides an introduction to Business Intelligence and Analytics, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. The course is held in a computer lab providing experiential learning with business problems, software applications, and data sets. A visitor to class will see students discuss concepts, methodologies and algorithms related to analytics followed by experiential learning using computers in the lab. On March 30, the class will be discussing fundamentals and applications of data and text mining in business, followed by an experiential activity in which students conduct a basic text mining exercise which demonstrates many of the concepts discussed.

Pedagogical strategies, techniques, or tools used in this class:

- Demonstration
- Discussion
- Mini-Lecture
- Problem Solving
- Real World Application
- Technology

CLICK TO REGISTER FOR PROFESSOR HESS’S CLASS
Theory 2 is required for all music majors and minors. Students learn about classical harmony and counterpoint by writing model compositions. New material is introduced outside of class through readings and online videos, while students work together in teams on assignments and multi-week composition projects in class. Progress is monitored in several ways: (1) readiness assessments ensure that students prepare ahead of time; (2) all teamwork assignments and individual homework assignments are evaluated; (3) students evaluate each other; and (4) students take practice quizzes before traditional midterm and final exams. To my knowledge, this is the first (and only) college-level theory course in the country that implements team-based learning (TBL) to this extent.

Pedagogical strategies, techniques, or tools used in this class:
- Clickers
- Creativity
- Hands-on
- Learning in Teams
- Mini-Lecture
- Music Composition
- Real World Application

CLICK TO REGISTER FOR PROFESSOR HOOPER’S CLASS
Karen Kurczynski
Department of the History of Art and Architecture
College of Humanities and Fine Arts

HART 383/673: Issues in Contemporary Art
Wednesday, 3/30
2:30 PM to 3:45 PM
Enrollment: 18
Maximum Number of Visitors: 10

This course focuses on the ever-shifting landscape of contemporary art from the perspective of art’s role in society and its link to ongoing artistic debates and political issues. Students come from both art history and studio backgrounds, so the class foregrounds a dynamic interaction and exchange of ideas. It challenges students about their received ideas of what art is and what it can do. I find this class exciting because it is one of the only art history courses that encourage art history and studio students to exchange ideas and work together, and because the course content shifts every semester according to what is happening both locally and internationally. Visitors to this class will see students engaged in seminar-style discussion and, most likely, debate about the meaning and values inherent in contemporary art.

Pedagogical strategies, techniques, or tools used in this class:
Creativity
Debate
Discussion
Historical Inquiry
Technology
Writing

CLICK TO REGISTER FOR PROFESSOR KURCZYNSKI’S CLASS
Exercise Testing and Programming is a professional preparation course for students interested in the field of health and fitness. Students will understand the rationale for fitness assessments, components, application and contraindications for working with a diverse population. Upon the completion of this class, students are eligible to take the American College of Sports Medicine Exercise Physiologist-Certified exam. This class has a hands-on laboratory component.

Pedagogical strategies, techniques, or tools used in this class:
- Creativity
- Demonstration
- Discussion
- Hands-On
- Learning in Teams
- Problem Solving
- Real World Application
- Simulation
- Small Groups
- Technology

CLICK TO REGISTER FOR PROFESSOR LABRANCHE’S CLASS
Robert Maloy and Sharon Edwards
Allison Malinowski, Graduate T.A.
Department of Teacher Education and Curriculum Studies
College of Education
Maloy is the recipient of a Distinguished Teaching Award, College Outstanding Teaching Award, and the President’s Award for Public Service (University of Massachusetts System-Wide Award)

EDUC 497I: Tutoring in Schools
Tuesday, 3/29
4:00 PM to 6:30 PM
Enrollment: 55
Maximum Number of Visitors: No limit

Our course features a combination of instructional approaches that will be of interest to faculty and students across the University, including 1) A flipped classroom approach that uses a free open content wiki to deliver the outside of class component of the course; 2) team-based and small group learning during the in-person portion of weekly class meetings; 3) community engagement with local K-12 schools where students in the course go to tutor culturally and linguistically diverse learners; and 4) student leadership through which undergraduates participate with us as faculty in planning and teaching the weekly course seminars.

We are happy to have visitors anytime during the scheduled class time of 4 to 6:30. Those attending the first hour can participate in an all-group opening of the course and then join one of the rotating workshops that last from 4:15 to 6:00. The last half hour consists of tutoring site group meetings facilitated by student leaders.

Pedagogical strategies, techniques, or tools used in this class:
- Community Service Learning
- Real World Application
- Discussion
- Small Groups
- Flipped Classroom
- Technology
- Learning in Teams

CLICK TO REGISTER FOR PROFESSORS MALOY AND EDWARDS’S CLASS
Bernard Morzuch
Department of Resource Economics
College of Social and Behavioral Sciences
Distinguished Teaching Award
College Outstanding Teaching Award

RES-ECON 213: Intermediate Statistics for Business and Economics
Tuesday, 3/29 or Thursday, 3/31
2:30 PM to 3:45 PM
Enrollment: 82
Maximum Number of Visitors: 20 per class

This is the second course in the department’s two-course sequence in statistics. In this course, students learn how to compare different populations through hypothesis testing. They will also learn to estimate relationships among variables through regression analysis. Hopefully, they will develop a greater appreciation for the kinds of information presented daily in the press and the ability to use statistics to interpret and judge survey results and statistics presented in the media. Knowledge of statistics is becoming increasingly important in this information age. Statistics can be viewed as discovery through data.

Pedagogical strategies, techniques, or tools used in this class:
Clickers
Demonstration
Discussion
Problem Solving
Real World Application
Technology
Other: Computer Software – Minitab
Other: Engaging Students by Name

CLICK TO REGISTER FOR PROFESSOR MORZUCH’S TUESDAY CLASS OR THURSDAY CLASS
Russell Tessier
Department of Electrical and Computer Engineering
College of Engineering
College Outstanding Teaching Award
Lilly Teaching Fellow

ENG 232: Hardware Organization and Design
Wednesday, 3/30
12:20 PM to 1:10 PM
Enrollment: 97
Maximum Number of Visitors: No limit

Our course, ECE232 (Hardware Organization and Design), features an interactive learning style which encourages students to get involved in the lecture. Most lectures involve problem solving at the chalkboard and a few overhead slides to provide background material. Students are encouraged to ask questions and participate in the problem solving. Many students bring laptops to class to follow along with the problem solving and offer suggestions and comments. The course provides students with knowledge about how computers are built and the design decisions needed to build them. This is a required sophomore course for undergraduates studying electrical or computer systems engineering.

Pedagogical strategies, techniques, or tools used in this class:

- Laptops
- Discussion
- Experiments Using Software
- Problem Solving
- Student Questions

CLICK TO REGISTER FOR PROFESSOR TESSIER’S CLASS
**Brokk Toggerson**  
Department of Physics  
College of Natural Sciences  
Student-Centered Teaching and Learning (SCTL) Fellow

**PHYS 131: Introductory Physics I**  
Wednesday, 3/30  
9:25 AM to 10:40 AM  
10:50 AM to 12:05 PM  
2:40 PM to 3:55 PM  
4:00 PM to 5:15 PM  
Enrollment: 100  
Maximum Number of Visitors: 5 per section

*Introductory Physics I* is part of a continuing effort by the physics department to implement modern research-based teaching techniques and pedagogy into the large introductory physics courses which are taken by a large fraction of the College of Natural Science students here at UMass. I employ a flipped classroom model in conjunction with a team-based-learning (TBL) environment. At home before class, students develop familiarity with the fundamental definitions through reading the textbook in conjunction with a video-based reading guide to promote active engagement with the material. These readings are further supplemented with articles from around the internet, including from popular sources such as WIRED magazine. After the videos, students are provided an opportunity for practice in an online system. On the first class of a given unit, students are held responsible for their preparation with a summative assessment and then have an opportunity to work together in small teams on the same assessment in an effort to clarify any remaining misunderstandings. These activities allow for a follow up just-in-time class-wide discussion of the most common sources of confusion. On the remaining days of a unit, the class may begin with an application of the material in the current news or a Fermi problem followed by a mini lecture modeling problem solving strategies. Students then work in teams to solve problems on the same concepts some of which may have a data-collection component.

Pedagogical strategies, techniques, or tools used in this class:  
Clickers  
Problem Solving  
Discussion  
Small Groups  
Mini-Lecture  
Writing  
Learning in Teams

**CLICK TO REGISTER FOR PROFESSOR TOGGERSON’S 9:25, 10:50, 2:40, or 4:00 CLASS**
A primary goal of Chem 756: Organic Synthesis is for students to use state-of-the-art reactions in designing molecules. A visitor to this class will find students working in small teams to find best reaction conditions and ways to assemble given chemical structures using electronic databases. Each team will discuss their answers and the teams will debate the pros and cons of the methods proposed by each team. Through debates and discussion, they will learn the diversity of available reactions and intricacies of chemical reactions.

Pedagogical strategies, techniques, or tools used in this class:
- Creativity
- Debate
- Mini-lecture
- Problem Solving
- Small Groups
- Technology
- Other: Using Databases and Peer-Reviewed Literature

CLICK TO REGISTER FOR PROFESSOR VENKATARAMAN'S CLASS
SCHEDULE AT A GLANCE

BY SCHOOL/COLLEGE

COLLEGE OF EDUCATION
- Robert Maloy, co-teaching with Sharon Edwards and Allison Malinowski, Page 21

COLLEGE OF ENGINEERING
- David Ford, Page 15
- Russell Tessier, Page 23

COLLEGE OF HUMANITIES AND FINE ARTS
- Paul Dennis, Page 11
- Rebecca Dingo, Page 12
- Andrew Donson, Page 13
- Jason Hooper, Page 18
- Karen Kurczynski, Page 19

COLLEGE OF NATURAL SCIENCES
- Lena Fletcher, Page 14
- David Gross, Page 16
- Brokk Toggerson, Page 24
- D. Venkataraman, Page 25

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
- Anna Branch, Page 7
- Allison Butler, Page 8
- Bernard Morzuch, Page 22

ISENBERG SCHOOL OF MANAGEMENT
- Traci Hess, Page 17

SCHOOL OF NURSING
- Lisa Chiodo, Page 9

SCHOOL OF PUBLIC HEALTH AND HEALTH SCIENCES
- Lorraine Cordeiro, Page 10
- Judith LaBranche, Page 20

SEE COURSE DESCRIPTIONS TO REGISTER
PRE-REGISTRATION IS REQUIRED
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<table>
<thead>
<tr>
<th><strong>CLICKERS</strong></th>
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<td>Donson, Pg. 13</td>
<td>Chiodo, Pg. 9</td>
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<td>Hooper, Pg. 18</td>
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<td>Donson, Pg. 13</td>
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<td>Morzuch, Pg. 22</td>
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<td>Ford, Pg. 15</td>
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<td>Toggerson, Pg. 24</td>
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<th><strong>DISCUSSION</strong></th>
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#### BY PEDAGOGICAL APPROACH, CONTINUED

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- MOST CLASSES HAVE LIMITED CAPACITY
- SEE COURSE DESCRIPTIONS TO REGISTER
## SCHEDULE AT A GLANCE

### BY CLASS SIZE

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www.umass.edu/ctfd/teaching/open-classroom.shtml

OR EMAIL

openclassroomdays@umass.edu