

INTO Mason Academic Co-sponsored Sessions at the Innovations in Teaching and Learning Conference September 19, 2014

Register Today at:

<http://ctfe.gmu.edu/professional-development/innovations-in-teaching-learning-conference/>

Time	Session	Location
11:20am- 12:00pm	<p>Running the Intellectual Marathon at Mason: Coaching Our Graduate Student Writers Across the Finish Line Paul Rogers (English), Sarah Baker (English/INTO Mason), Karyn Mallett (Linguistics/INTO Mason), and Anna Habib (English/INTO Mason)</p> <p>Research on graduate-level writing highlights the many demands on today's graduate students, including the obstacles they face and the supports they need to move through the dissertation phase and towards full participation in the professions. This panel presents results from two separate mixed methods studies of Mason graduate-level writers (at the master's and doctoral levels) across the disciplines. The first study is an evaluation of dissertation writing, writers, and supervision. The second study investigates a course-based intervention aimed at supporting first-year, international, multilingual graduate students. The studies surface the most critical challenges faculty and students face in negotiating graduate level curricula, instruction, and writing and point towards data-driven interventions designed to support the successful completion of degree programs. Results are relevant to graduate faculty, advisor, and student populations.</p>	Room F
1:50pm- 2:30pm	<p>Are They Getting It?: Teaching and Assessing Content in Multilingual Classrooms Melissa Ferro (New Century College/INTO Mason), Anna Habib (English/INTO Mason), Karyn Mallett (Linguistics/INTO Mason), and Joel Phillips (Graduate School of Education/INTO Mason)</p> <p>George Mason University is pleased to have growing international enrollments, offering all students the opportunity to engage with a more global environment on a daily basis. Yet with such opportunities for engagement come new questions with regard to teaching and learning. One major concern faculty frequently voice has to do with international/multilingual students' comprehension of lectures and course readings. Specifically, faculty often feel that they have a hard time gauging students' understanding of texts/discussions/lectures on the basis of students' oral contribution and written assignments. In this panel, faculty and support staff with extensive experience working with international and multilingual students will share teaching and tutoring strategies for supporting Mason's growing population of diverse learners. The presenters will discuss overall internationalization trends in US institutions of higher education generally and at Mason specifically, contextualizing the needs of both faculty and students as they adjust to the changing landscape; describe the challenges and opportunities of transitioning to teaching a growing multilingual student body, focusing specifically on how universal design can help faculty assess student comprehension of oral course content; offer strategies for checking students' comprehension of course readings; and discuss approaches to evaluating student writing and identifying gaps in student comprehension.</p> <p>After attending this session, participants will have a greater understanding of the context, challenges and opportunities of internationalizing our classrooms. Specifically, participants will learn a variety of inclusive teaching strategies, ranging from pre-planning, in-class content delivery and learning assessments, to support multilingual student comprehension and engagement.</p>	Room D