More Than 4 Walls: Interactive Class Time = Enhanced Learning

August 16, 2012

Sponsored by the Provost's Office, KU Medical Center, and the Center for Teaching Excellence

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8:00–8:25   **Registration**   Northwest Budig entrance
Continental breakfast served in CTE, room 135, until 8:20 a.m.

8:30–8:40   **Welcome**   Budig 130
Steven Stites, Interim Executive Vice Chancellor
Jeffrey Vitter, Provost and Executive Vice Chancellor

8:40–9:30   **Opening Plenary**
Dan Bernstein, CTE
"Student Debt: Exploring the Problem and Its Origins"
An interactive demonstration of how to create an engaging large class session

9:30–9:40   **Door Prizes**

9:40–10:00   **Break**
Refreshments are available on the 4th floor of Wescoe

10:00–10:40   BREAKOUT SESSIONS I

A. **The Making of a Hybrid Course: Results and Reflections**   Wescoe 4023
Susan Williams, Chemical & Petroleum Engineering
Last year, I flipped my sophomore-level Materials and Energy Balances engineering course, changing it from a traditional lecture to a hybrid course. In this session, we'll discuss how the revamped course resulted in significantly more learning for students and more fun for me as a teacher.
Please note: This session will be offered only one time.

B. **Creating Better Graduates Through the Capstone Experience**   Wescoe 4025
Kathryn Conrad, English; Johannes Feddema, Geography
This session will explore approaches to capstone course design in humanities and social sciences, particularly focusing on outcomes for capstone courses. Presenters will discuss their own courses and their departments' philosophies about capstone course design.
Please note: This session will be offered only one time.

C. **Engaging and Challenging First-Year Students**   Wescoe 4034
Mary Banwart; Communication Studies; Andrea Greenhoot, Psychology; Greg Rudnick,
Physics & Astronomy
How can we successfully engage today's first year students in the classroom and equip them with foundational skills and knowledge? In this session we will share information about the college readiness, interests, and motivations of first year students, gathered from multiple sources (e.g., empirical research, student and teacher focus groups, and personal experience of KU faculty). Most of our session will be devoted to a focused discussion of these topics, inviting other KU faculty to lend their unique insights. The goals are to deepen our understanding of first year students and generate conversation about the implications for course design and implementation.

D. Implementing E-Books: Faculty and Student Experiences   Wescoe 4001
Sharon Kumm & Karen Tarnow, Nursing; Kathy Tally, Teaching & Learning Technologies
Last fall, new Nursing students began using e-textbooks. Other faculty can learn how to save time, both their own and their students, from some of the things learned from our experiences. We will share research findings and pointers to help with selection and navigation of e-books. E-books will be demonstrated. Content will be searched both within a book and within the whole library.

E. Disability Studies in the Multidisciplinary Classroom and the Multicultural   Wescoe 4067
University
Ray Pence, American Studies; Jamie Simpson, Institutional Opportunity & Access;
Glen White, Applied Behavioral Sciences
This presentation provides a brief historical review of disability civil rights and awareness. Faculty members will learn how disability topics and themes are relevant to a range of learning domains and situations. Most important, session participants will discover how to affirm the roles of students with disabilities in the diverse, multicultural university of the 21 century.

F. Drawing on Expertise in Your Classroom: KU International Students   Wescoe 4040
Mark Algren, Applied English Center; John Kennedy, Political Science/Center for
Global & International Studies
Learn about cross-cultural and linguistic communication issues that could impede international student participation in an academic course or that could lead to a misunderstanding of American university culture expectations of student responsibilities. KU faculty will share their experiences with drawing out international student participation in their classes, adding value to the class and expanding horizons for domestic students.

G. Faculty Consultations for Students with Personal Needs   Wescoe 4045
Pam Botts, Counseling & Psychological Services; Nils Gore, Architecture
Presenters will discuss options for consultation and collaboration between faculty and CAPS staff. Discussion will be driven by participant questions and interests. Topics may include when and why to seek consultation; when and how to refer to the Student Conduct Review Team; limitations of what any of us can do vs expectations of self and others; roles often assumed (parent, authority, friend, detached professor); privacy, confidentiality, FERPA, HIPAA; boundaries and limits.

H. Integrating the Common Book into Freshman Courses   Wescoe 4035
Akiko Takeyama, Anthropology; Tom Volek, Journalism; Tara Welch, Classics
KU's first Common Book is Eula Biss' award winning *Notes from No Man's Land.* Faculty from three disciplines will discuss possibilities for incorporating aspects of this book into their freshman courses. These possibilities include engaging the book's content—race, identity, plurality— and using it as a way to illuminate (by contrast or similarity) disciplinary conventions and methods. We will touch on ways the Common Book can match the five goals of the new KU Core: critical thinking and numerical literacy, written and oral communication, basis of knowledge across fields of study, social responsibility, and integrative, creative thinking.

I. Beyond Blackboard: Using Digital Technologies to Foster Participation   Wescoe 4008
Germaine Halegoua, Film & Media Studies
This session is designed to showcase how blogs, wikis, ePortfolios, collaborative documents, cell phones, and other new media technologies and services can foster collaboration, participation, engagement, and new media production in and out of the classroom. Participants will learn ways to augment and/or retrofit assignments with digital technologies, ways to observe and recognize students' digital skill sets (or lack thereof), and methods for inviting increased student engagement with course material through digital platforms.

J. Blended Learning in Graduate Courses   Wescoe 4007
Greg Freix, Business; John Rinnert, Information Technology Services
Session participants will see how a blended learning approach has been used with courses in a unique graduate program at Fort Leavenworth, as well as in graduate programs at both Lawrence (full time students) and Edwards (part time students) campuses. We'll discuss examples of technologies and approaches used, successes and benefits, plus challenges and lessons learned.

K. Faculty Collaboration on Teaching Research Methods to Graduate Students   Wescoe 4076
Fran Devlin, KU Libraries; Bruce Hayes, French & Italian
Embedding librarians into the classroom is generating interest as an effective method to integrate teaching library research, information literacy, and critical thinking skills into the curriculum. Over the 2012 Spring semester, we collaborated to teach French 720 "Introduction to Graduate Studies in French." We'll will discuss our experience and describe how the course content, syllabus, and assignments were developed to provide students with core research skills and methodology in the humanities.

L. Art, Science, Technology and Economic Growth: Integrating Visual Art into   Wescoe 4044
Economic Analyses of Technological and Scientific Innovation
Joshua Rosenbloom, Economics; Celka Straughn, Spencer Museum of Art
This session will use the experience of Econ 635 as a jumping off point to consider non-traditional ways of thinking about and using objects from the Spencer Museum in teaching. We will present a brief overview of the course, focusing on class discussions and an assignment with artworks at the Spencer Museum of Art, as well as student learning and their reflections on the assignment. While the goals of the Museum sessions and assignment were largely achieved, particular aspects for scaffolding, guiding student research, and facilitating student group work are areas that would benefit from further attention. We also invite participants to discuss how they may adapt the assignment for their teaching/course goals.

M. Teaching Controversial Issues   Wescoe 4041
Don Marquis, Philosophy
Consider the following:
1. When discussing a controversial issue, the instructor should always present both sides.
2. When discussing a controversial issue, the instructor should always solicit student input concerning the reasons for favoring one side or the other.
3. Often disagreements concerning controversial issues are disagreements concerning values. But (a) values are subjective and (b) KU is a non-sectarian university, so it is wrong for an instructor to takes sides on such issues.

Do you agree? Let's discuss these matters.

10:50–11:30   BREAKOUT SESSIONS II

These sessions, first offered during Breakout I, will repeat at this time:

C.	Engaging and Challenging First-Year Students	Wescoe 4034
D.	Implementing E-Books: Faculty and Student Experiences	Wescoe 4001
E.	Disability Studies in the Multidisciplinary Classroom & Multicultural University	Wescoe 4067
F.	Drawing on Expertise in Your Classroom: KU International Students	Wescoe 4040
G.	Faculty Consultations for Students with Personal Needs	Wescoe 4045

These sessions are new during Breakout II:

N. Going Social in Higher Education: Strategies for Using Social Media   Wescoe 4002
to Meet the Needs of Millennial Students
Kendra Gagnon, Physical Therapy & Rehabilitation Science
This session introduces the educator to social media and discusses how these technologies may be used to engage students in collaborative learning experiences and prepare the next generation of professionals to use social media appropriately and effectively. The session will provide examples of how social media have been used to transform and enhance traditional in-class and web-based experiences and will include discussion of student feedback, opportunities discovered, and challenges faced when using social media to complete educational tasks and assignments. Participants are encouraged but not required to bring your own device (smart phone, tablet, laptop) to engage in interactive, web-based polls and online discussion during this session.

O. Approaches to Capstone Courses in Science and Engineering　　　　Wescoe 4033
Kyle Camarda, Chemical & Petroleum Engineering; Jennifer Gleason & Chip Taylor,
Ecology & Evolutionary Biology
What is a capstone course? Capstone courses may vary greatly by discipline but generally have a goal of synthesizing the material learned during the major. We will discuss course goals of two different approaches in science and engineering.

P. Developing Your First Online Course　　　　Wescoe 4012
John Hindes, Center for Online & Distance Learning; Doug Ward, Journalism
Online courses can seem intimidating the first time you approach them. In this session, we'll try to demystify some of the elements of online course development, from setting learning goals and creating assignments to recording videos and choosing digital tools that help students learn.

Q. Digital Humanities in the Classroom　　　　Wescoe 4066
Crystal Hall, French & Italian; Brian Rosenblum, KU Libraries
This session will provide a chance for discussion, demonstration and sharing of ideas about how to use current digital humanities tools and methods (e.g. data and text visualization, data mining, mapping and GIS, digital representation of knowledge) to enhance learning. The session will be appropriate for those new to digital humanities and those already familiar with relevant concepts. Presenters will point to a range of resources and demonstrate examples of the use of these tools, so participants are encouraged to bring ideas about their own possible projects for discussion.

R. Lessons Learned from Teaching Online　　　　Wescoe 4051
Susan Marshall, Psychology; Ray Pence, American Studies; Toshi Urata & John White,
Center for Online & Distance Learning
Interested in how to get started developing a hybrid or online course? Or perhaps you are curious how technology and the pedagogy behind online learning could enhance students' interactions and learning? In this session, you'll learn steps to approach online learning, discover resources now available for faculty, and hear directly from KU faculty who have experience teaching online.

S. Universal Design in Learning　　　　Wescoe 4071
James Basham, Don Deshler, & Sean Smith, Special Education
UDL is a set of principles that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. This session will feature current as well as future innovations where UDL-based principles are being applied to instruction, STEM-based innovations, and more. Participants will be exposed to future applications, ideas for development, and an understanding of critical next elements to further development and integration of UDL-based solutions.

T. Using Film to Engage Critical Course Concepts　　　　Wescoe 4043
Dan Bernstein, CTE/Psychology; Ann Martinez, CTE/English
Based on several examples of using film for analytical engagement, participants will identify samples of film appropriate to their own classes and develop assignments/prompts connecting course ideas to the visual material.

11:40–12:20　BREAKOUT SESSIONS III

<u>These sessions will repeat during this time:</u>

N. Going Social in Higher Education　　　　Wescoe 4002

O. Approaches to Capstone Courses in Science and Engineering　　　　Wescoe 4033

P. Developing Your First Online Course　　　　Wescoe 4012

Q. Digital Humanities in the Classroom　　　　Wescoe 4066

R. Lessons Learned from Teaching Online　　　　Wescoe 4051

S. Universal Design in Learning　　　　Wescoe 4071

T. Using Film to Engage Critical Course Concepts　　　　Wescoe 4043

In addition, the following sessions, first offered in Breakout I, will repeat at this time:

H.	Integrating the Common Book into Freshman Courses	Wescoe 4035
I.	Beyond Blackboard: Using Digital Technologies to Foster Participation	Wescoe 4008
J.	Blended Learning in Graduate Courses	Wescoe 4007
K.	Faculty Collaboration on Teaching Research Methods to Graduate Students	Wescoe 4076
L.	Art, Science, Technology, and Economic Growth: Integrating Visual Art	Wescoe 4044
M.	Teaching Controversial Issues	Wescoe 4041

12:30–1:00   LUNCH   4th floor Wescoe hallway

Pick up a box lunch from tables at the west end of the 4th floor, then join an informal discussion:

Teaching First-Year Seminars—*Andrea Greenhoot & Sarah Crawford-Parker*   Wescoe 4040

Connecting with Students Digitally—*Germaine Halegoua & Doug Ward*   Wescoe 4041

Progress Toward the KU Core: Our New Undergraduate Curriculum—*Chris Haufler*   Wescoe 4043

Resources for Lecturers—*Doug Crawford-Parker & Marian Hukle*   Wescoe 4044

Managing Interactivity in Large Classes—*Dan Bernstein*   Wescoe 4045

Special thanks to the following offices for participating in the Info Fair during Summit breaks:
Information Technology Services, KU Libraries, Privacy Office, Spencer Museum of Art, Writing Center

BREAKOUTS SUMMARY

Room	Breakout I: 10:00–10:40	Breakout II: 10:50–11:30	Breakout III: 11:40–12:20
4001	D. Implementing E-Books	D. Implementing E-Books	
4002		N. Going Social	N. Going Social
4007	J. Blended Learning		J. Blended Learning
4008	I. Beyond Blackboard		I. Beyond Blackboard
4012		P. Your 1st Online Course	P. Your 1st Online Course
4023	A. Making of a Hybrid Course		
4025	B. Capstone Experience		
4033		O. Capstones: Sci & Eng	O. Capstones: Sci & Eng
4034	C. First-Year Students	C. First-Year Students	
4035	H. Common Book		H. Common Book
4040	F. International Students	F. International Students	
4041	M. Controversial Issues		M. Controversial Issues
4043		T. Using Film	T. Using Film
4044	L. Art, Science, Tech, Econ		L. Art, Science, Tech, Econ
4045	G. Students w/ Personal Needs	G. Students w/ Personal Needs	
4051		R. Teaching Online	R. Teaching Online
4066		Q. Digital Humanities	Q. Digital Humanities
4067	E. Disability Studies	E. Disability Studies	
4071		S. Universal Design	S. Universal Design
4076	K. Research Methods		K. Research Methods