KU SUMMIT 2006

Teaching and Learning in a Changing World

August 15, 2006

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

Program

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

8:30–8:40	**Welcome**	Budig 130
	Richard Lariviere, Provost	
	Barbara Atkinson, Executive Vice Chancellor	

8:40–8:50	**Departmental Award for Exceptional Teaching and Learning**	Budig 130
	Ann Cudd and Robert Goldstein, CTE advisory board representatives	
	Robert Hemenway, Chancellor	

8:50–9:20	**Engaging Students in Meaningful Learning**	Budig 130

David Jonassen, Distinguished Professor, University of Missouri
Prof. Jonassen believes that problem solving is THE most meaningful intellectual activity in which humans consistently engage. In this presentation, he will briefly describe the kinds of problems that KU graduates will face in their careers and daily lives and provide examples of how technology supports learning ways to solve them.

9:20–9:40	**Break**	
	Refreshments are available in Wescoe outside rooms 4044, 4049, 4060, and 4069.	

9:40–10:20   **BREAKOUT SESSIONS I**

The first session will be offered only once:

A. Expectations and Civil Discourse in an Academic Community   Wescoe 4076
    Marlesa Roney, Student Success & Dan Bernstein, CTE/Psychology
    The presenters will provide an example of how faculty members and students can discuss the appropriate climate for class meetings. A handout and a presentation file will be available to prompt conversation about all kinds of expectations for interactions among students and between students and faculty members. Discussion will focus on pro-active strategies to build a classroom climate conducive to learning.

Session B is a double session, being held during Breakout 1 and Breakout 2:

B. How to Use ePortfolios to Demonstrate Program Competencies   Wescoe 4012
    Darrin Cheney, Teaching & Learning Technologies & Marcie Swift, Physical Therapy & Rehabilitation Sciences
    During this session the presenters will explore the processes and tools used to meet program competencies within the KUMC Department of Physical Therapy and Rehabilitation Sciences Doctoral Program in Physical Therapy. Specifically, they will discuss the ePortfolio design process, obtaining faculty buy in, technology identification and selection, and student training.

The following sessions will be repeated:

C. Keeping Up With Changing Professions   Wescoe 4034
    Ann Brill, School of Journalism; Helen Connors, School of Nursing; Rick Ginsberg, School of Education
    We live in an age when change is rapid across all sectors of our work environment, including academia. Traditional universities cannot survive unless they adapt. Hear about the changing times from the perspectives of three diverse professions—education, journalism and health care—within a common environment, academia. Discuss how training in a profession often times can require different skills than training in a discipline. How do we keep students and faculty members on the cutting edge and maintain competitiveness, flexibility and quality? How do we balance that with job security, job satisfaction and fairness?

D. Our Undergraduates and What We Know About Them   Wescoe 4059
    Kathleen McCluskey-Fawcett, Provost's Office & Deborah Teeter, Institutional Research & Planning
    We know a great deal about our undergraduates at KU due to the extensive assessments we've done over an extended period. Key findings, some rewarding and some disappointing, will be presented. A discussion of the implications for education and academic achievement will follow.

E. Not the Typical KU Student: Teaching at the Edwards Campus   Wescoe 4040
    David Pendergrass, Biological Sciences; Steve Kapp & Rick Spano, School of Social Welfare
    Over 2,000 students attend the Edwards Campus each semester, and more than 200 KU faculty members teach courses there each semester. Almost 70% of Edwards Campus students work full-time, and most are balancing school, work, and family obligations. In this breakout, we'll consider the benefits and challenges of teaching this special student population. The presenters will share specific strategies that have improved learning for students at the Edwards Campus.

F. Teaching the Net Generation   Wescoe 4001
    Mary Leenerts & Kim Rock, School of Nursing
    Net Generation students arrive on campus with their gadgets and advanced skills in multitasking. Are they listening, or are they the attention-deficit-disorder generation? How much control should we give them in the classroom? How much sensory stimulation must we provide to avoid having our lectures labeled "boring?" This presentation will focus on whether students in the Net Generation (e.g., Millennials) are forging a cultural shift in higher education, or do they present a growing problem in the classroom?

G. A Leaking Pipeline: Recruiting and Retaining Women in Science, Mathematics,   Wescoe 4057
    and Engineering
    Barbara Anthony-Twarog, Physics & Astronomy; Nancy Kinnersley, Electrical Engineering & Computer Science;
    Marylee Southard, Chemical & Petroleum Engineering; Sara Wilson, Mechanical Engineering
    The number of bachelor's degrees earned by women in many fields of Science, Technology, Engineering and Mathematics is much smaller than the number earned by men; even more disturbing is the number of women who choose to leave these fields at successive professional stages. Data will be presented on the retention of women in STEM fields, and factors causing women to drop out will be discussed.

H. Redesigning Courses to Maximize Learning — Wescoe 4062
Isidro J. Rivera, Spanish & Portuguese & Jana Krentz, KU Libraries
This session will focus on the incorporation of library instruction modules into the redesign of Spanish 324, a mid-level Spanish composition course. The redesign incorporates new teaching strategies which promote information literacy, critical thinking, and active engagement in the writing process. Discussion topics will include strategies for enhancing students' critical thinking skills, library instruction, assessment of student learning, management of information, and techniques for enriching second language acquisition.

I. Using Wikis to Facilitate Student Collaboration — Wescoe 4071
Sonya Lancaster, English & Susan Zvacek, Instructional Development & Support
A wiki is an online tool that enables students to work collaboratively, using text, photos, charts, video, or any other digital resource to create a final product. This presentation will include a brief explanation of how to build wikis into your assessment activities, as well as a demonstration of a class that used wikis to engage learners with course content in creative ways.

J. Walking the Line: Students and E-mail (Access, Availability, Appropriateness) — Wescoe 4041
John Kennedy, Political Science & Chris McKitterick, English
This session will address the student–professor relationship as it relates to e-mail. We'll discuss how you can manage your time and avoid excessive e-mail messages from students, how to establish boundaries between professors and students, and how to turn an inappropriate message into a teachable moment.

Essential Teaching Practices sessions:

Whether you're a novice instructor, an experienced teacher, or somewhere in between, these sessions will provide practical suggestions you can implement this coming year on these topics:

K. Beyond Autopsies: Paper Assignments That Immediately Improve Students' Writing — Wescoe 4046
Ben Eggleston, Philosophy
This session presents an approach to paper assignments that improves students' writing skills by leading them to reflect critically on their work and to make revisions accordingly. Departing from the basic model of a paper assignment that is completed once and then graded with written comments, this approach involves meeting with students to discuss drafts and then having them turn in revised versions that can be graded fairly quickly. This approach obviates the need for detailed written comments, involves students in cooperative conversations about the strengths and weaknesses of their own writing, and gives students the opportunity to improve their papers in light of the critical perspective those conversations provide.

L. Lawrence Campus Resources for New Faculty Members — Wescoe 4058
Shannon O'Lear, Geography & Catherine Weaver, Political Science
In this breakout, you'll get answers to the top 15 questions new faculty members might ask, ranging from "When are the final exams for my courses?" and "How do I put course readings on electronic reserve?" to "Where can I talk with other faculty members?"

10:30–11:10   **BREAKOUT SESSIONS II**

Session B (How to Use ePortfolios to Demonstrate Program Competencies) will continue in Wescoe 4012.

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

C. Keeping Up With Changing Professions — Wescoe 4034
D. Our Undergraduate and What We Know About Them — Wescoe 4059
E. Not the Typical KU Student: Teaching at the Edwards Campus — Wescoe 4040

Essential Teaching Practices session:

K. Beyond Autopsies: Paper Assignments That Immediately Improve Students' Writing   Wescoe 4046

Sessions M and N will be offered only once:

M. Problem Solving and Problem-Based Learning   Wescoe 4051
    David Jonassen, University of Missouri
    Participants in this session will learn about different kinds of problems and different methods for engaging
    and supporting student learning of problem-solving skills. Several examples from the field of medicine will
    be included. There will be opportunities to consider what meaningful problems would look like in other
    areas and how they can be implemented in a class.

N. In Search of Student Learning: Can It Lead to Scholarship?   Wescoe 4043
    Kim Warren, History & Dan Bernstein, CTE/Psychology
    As professors, we spend much time improving our teaching in order to increase students' learning.
    Through the scholarship of teaching and learning we can also make our teaching public so that others can
    access our methods, offer feedback, and build on our models. What makes this process scholarly in terms
    of sharing information as well as publishing our own findings?

These sessions are new during Breakout II:

O. Preparing KU for a New Generation of Faculty Members   Wescoe 4044
    R. L. Dougherty, Mechanical Engineering & A. D. Walling, School of Medicine
    This interactive session is concerned with the "generation gap" among faculty—does it exist? If not, how
    should apparent differences be addressed? If so, why is this the case; how should transitions/interactions
    be approached; what modifications in the KU community are needed; which areas of responsibility are
    most critical; when and how should modifications be implemented; are other public research universities
    facing the same challenge—how are they dealing with it? Session attendees will be asked to address these
    issues and develop their own "take home" points to help the KU community stay current and relevant.

P. Teaching Matters: Department-Level Work on Improving Learning Across a Curriculum   Wescoe 4045
    Beth Innocenti Manolescu, Communication Studies & Holly Storkel, Speech-Language-Hearing
    While it is important to document student learning in a single course, students need to integrate informa-
    tion and skills across courses to become experts in a given field. How can a department or program deter-
    mine whether students are accomplishing this critical integration? This session will focus on identifying the
    knowledge and skills students need at the end of a program of study, developing an assessment of these
    critical skills, and tracking performance across generations of students to alter program requirements
    and/or revise the assessment. In addition, issues related to organizing and running brief faculty "retreats"
    to address these issues related to undergraduate or graduate teaching and learning will be discussed.

Q. Setting Goals: First Step in Improving Learning   Wescoe 4065
    Michael Bleich, Clinical & Community Affairs, & Susan Williams, Chemical & Petroleum Engineering
    Success is defined as "the achievement of something desired, planned, or attempted" (www.
    thefreedictionary.com/success). In education, we often define a successful class by student's understanding
    of course content as measured by a predetermined set of course objectives that should link to an overall
    curricular plan and competencies needed in a field of expertise. This session explores ways to increase the
    potential for success by focusing on developing realistic and clear goals for both the instructor and student.

Essential Teaching Practices session:

R. Evaluating Teaching — Wescoe 4020
Robert Basow, School of Journalism & Christopher Haufler, Ecology & Evolutionary Biology
Teaching is a wonderfully complex and demanding endeavor, and determining how effective we are as teachers is equally challenging. Especially because the learning environment is so dynamic, our approach to using modern teaching tools to address contemporary course material and constantly changing students requires persistent self reflection, as well as input from our peers and student clients. At KU, the primary evaluation used for instructors is anonymous student critiques. Although valuable, student input can only address a subset of what excellent teaching requires. By exploring such topics as peer review and mid-course correction, this session is designed to promote a lively dialog for exploring a more comprehensive system that can provide teachers with feedback on multiple components of teaching effectively.

S. How to Make Good Tests — Wescoe 4067
Bruce Frey, Psychology & Research in Education
How do you know if your test measures what you want it to? This session will cover the basic methods for writing quality classroom tests. The emphasis is on the characteristics of good items and the application of the principles of validity and reliability.

11:20–12:00   **BREAKOUT SESSIONS III**

Session T will be offered only once:

T. Mindtools for Modeling — Wescoe 4051
David Jonassen, University of Missouri
This session will focus on how to use readily available technologies as tools for students to build models that represent what they know, not what professors know. Presentation technology is helpful, but it does not teach; technology used as a tool for students generates deeper, richer learning. Session participants will discover effective ways to use cognitive tools (Mindtools) to improve learning.

Sessions O–S will repeat during this time:

O. Preparing KU for a New Generation of Faculty Members	Wescoe 4044
P. Teaching Matters: Department-Level Work on Improving Learning Across a Curriculum	Wescoe 4045
Q. Setting Goals: First Step in Improving Learning	Wescoe 4065

Essential Teaching Practices session:

R. Evaluating Teaching	Wescoe 4020
S. How to Make Good Tests	Wescoe 4067

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

F. Teaching the Net Generation	Wescoe 4001
G. A Leaking Pipeline: Recruiting and Retaining Women in STEM	Wescoe 4057
H. Redesigning Course to Maximize Learning	Wescoe 4062
I. Using Wikis to Facilitate Student Collaboration	Wescoe 4071
J. Walking the Line: Students and E-mail (Access, Availability, Appropriateness)	Wescoe 4041

Essential Teaching Practices session:

L. Lawrence Campus Resources for New Faculty Members	Wescoe 4058

Poster Sessions   4th floor Wescoe hallways

During the breaks, KU faculty members will share ways that they have benefitted by partnering with various offices. Stop by and talk with these colleagues:

"Careers in Healthcare and Education: The Importance of Culture and Communication"
    with Holly Storkel, Speech-Language-Hearing, and Gail James, KU Learning Communities
Goal: To explore how culture affects communication, and to understand how communication and its disorders affects participation in education, healthcare and society.

"From Different Perspectives: Examining a Topic Through Multiple Sectors"
    with Michael Vitevitch, Psychology, and Jeffrey Bullington, KU Libraries
Goal: To have students develop greater understanding that there is usually more than one perspective or viewpoint on issues.

"Is That a Bunny on Your Shoulder? Credibility and Evaluating Web Sources"
    with Kim Warren, History, and Tami Albin, KU Libraries
Goal: To help students develop skills critically evaluating content and images on the World Wide Web.

"The Leading Edge"
    with Richard Hale, Aerospace Engineering, and Gail James, KU Learning Communities
Goal: To develop awareness that leadership begins with understanding needs of diverse people; to analyze American diversity and moral theory to practice; to explore case studies and laboratory activities as an introduction to the major field.

"Mind, Brain and Behavior"
    with Michael Vitevitch, Psychology, and Linda Dixon, KU Learning Communities
Goal: To explore the professional side of psychology and inter-relatedness of disciplines to understand the mind, the brain, and behavior.

12:10–12:30   **Wrap up**   Wescoe 3139
                              Evaluations & door prizes

12:30–1:00   **Lunch**   4th floor Wescoe hallways

Pick up a box lunch from the tables on the west end of 4th floor Wescoe, then join us for one of these informal discussions:

- Goals for Graduate and Undergraduate Education—*with Provost Richard Lariviere*   Wescoe 4002

- Problem-solving—*with David Jonassen, University of Missouri*   Wescoe 4007

- Teaching and Technology—*with Susan Zvacek, Instructional Development & Support*   Wescoe 4008

- Identifying and Representing Elements of Good Teaching—*with Dan Bernstein, CTE/Psyc*   Wescoe 4023

- Who Are KU's Students?—*with Paul Atchley, Psychology*   Wescoe 4025

Breakouts Summary

Room	Breakout I: 9:40–10:20	Breakout II: 10:30–11:10	Breakout III: 11:20–12:00
4001	F. Teaching Net Generation		F. Teaching Net Generation
4012	B. ePortfolios	B. ePortfolios (continued)	
4020		R. Evaluating Teaching	R. Evaluating Teaching
4034	C. Changing Professions	C. Changing Professions	
4040	E. Edwards Campus	E. Edwards Campus	
4041	J. Students and E-mail		J. Students and E-mail
4043		N. In Search of Learning	
4044		O. Preparing KU	O. Preparing KU
4045		P. Teaching Matters	P. Teaching Matters
4046	K. Beyond Autopsies	K. Beyond Autopsies	
4051		M. Problem Solving	T. Mindtools for Modeling
4057	G. Leaking Pipeline		G. Leaking Pipeline
4058	L. Resources—New Faculty		L. Resources—New Faculty
4059	D. Our Undergraduates	D. Our Undergraduates	
4062	H. Redesigning Courses		H. Redesigning Courses
4065		Q. Setting Goals	Q. Setting Goals
4067		S. Good Tests	S. Good Tests
4071	I. Using Wikis		I. Using Wikis
4076	A. Civil Discourse		