Making Learning Visible

August 19, 2008

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

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

8:30–8:35   **Welcome**   Budig 130
Richard Lariviere, Provost

8:35–8:50   **Departmental Award for Exceptional Teaching & Learning**   Budig 130
Barbara Atkinson, Executive Vice Chancellor
Richard Hale and Catherine Weaver, CTE advisory board representatives

8:50–9:20   **Assessing Teaching & Learning: Establishing a Culture**   Budig 130
of Experimentation & Evidence
Robert Thompson, Duke University
Professor Thompson will describe his experiences at Duke with reshaping undergraduate education and assessing learning outcomes of curricular and pedagogical initiatives at the college and department/program levels. Duke's assessment approaches include student self reports and direct measures, focused on critical thinking and writing. Thompson will discuss implications for learning from systematic measurement of students' intellectual work.

9:20–9:40   **Door Prizes**   Budig 130

9:40–10:00   **Break**
Refreshments are available on the 4th and 5th floor of Summerfield.

10:00–10:40   **BREAKOUT SESSIONS I**

A.   **Closing the Loop**   Summerfield 407
Debby Daniels, Holly Storkel, & Jane Wegner, Speech-Language-Hearing
This session will describe how the Intercampus Program in Communication Disorders identified and measured learning goals in the MA speech-language pathology program. We will share our process of developing measurable, program-wide goals and levels of performance, as well as the program rubric itself. In addition, we will discuss our initial implementation of a program portfolio for entering students and provide an example portfolio.

B.   **Tracking Learning: Graduate Nursing Evaluation Matrix**   Summerfield 506
Wanda Bonnel & Kathleen Brewer, Nursing
This session will focus on the Graduate Evaluation Matrix, used by School of Nursing faculty to evaluate our masters in nursing students' competencies. Structure, process, and outcomes of the students' final oral examinations will be described. Assessment qualities such as evaluation compiled from data over time, from multiple perspectives, and involving a synthesis of evaluation data will be considered.

C. Making Integrative Learning Visible: Learning About Antiracism   Summerfield 501
    Across Spaces
    Zanice Bond dePerez, Moira Ozias, & Terese Thonus, Writing Center
    This session highlights a unique tool for assessing learning, which incorporates classroom instruc-
    tion, interpersonal interaction, and writing center experiences. Sparked by conversations about
    the effects of systematic racism on student writing experiences, a group of KU writing consultants
    engaged in a cross-disciplinary dialogue on race, racism, and anti-racist practice, designed to facil-
    itate procedural learning and transformed practice. We used writing and video interviews to make
    consultants' learning visible and will share these artifacts and our assessment of them with ses-
    sion participants. The session will include a discussion about how similar processes and assess-
    ment tools can be used to promote student learning in other classroom spaces.

D. Creating College Classroom Learning Communities   Summerfield 403
    Robert Harrington, Psychology & Research in Education
    Classroom learning communities are groups of learners engaged in a common goal of shared
    learning and a sense of group belonging. Emphasis is on the success of the group and not the
    individual alone. In this session, participants will learn how classroom learning communities can
    stimulate student motivation to learn, instill a sense of belonging, and engender a sense of own-
    ership in personal and group outcomes. Session participants will also discover how classroom
    learning communities can reduce the overly competitive atmosphere of a course and encourage
    students to collaborate in peer mentoring and other supportive learning activities.

E. Teaching Biostatistics to Non-statisticians: Podcasts & Student Groups   Summerfield 424
    Byron Gajewski, Allied Health, & Matthew Mayo, Biostatistics
    Members of the Department of Biostatistics faculty have been teaching biostatistics to non-statisti-
    cians at the Medical Center since 1998; two of these members are Byron Gajewski and Matthew
    Mayo. Byron has integrated podcasts into a traditional "brick and mortar" course, and Matt has
    developed some innovative uses of student groups. We'll discuss how one might balance web- and
    group-based learning.

F. The Documentation of Multiple Sources for Teaching Evaluation   Summerfield 405
    Robert Goldstein, Geology, & Richard Levy, Law
    Recently, the Task Force on the Assessment of Teaching and Learning completed a study and
    report on the evaluation of teaching at the University of Kansas. The Task Force's recommenda-
    tions, which have been endorsed by administrative and governance leaders, emphasize the recog-
    nition of multiple sources of information in the evaluation of teaching, including appropriately
    constructed student evaluations, peer evaluations, course materials, examples of student learning,
    and an instructor's own representations of teaching. The session will discuss application of this
    approach in various contexts within the University.

G. Portfolio Assessment: Pros & Cons   Summerfield 413
    Greg Madden, Applied Behavioral Sciences; Michael Moody, Public Administration;
    & Daniel Spencer, Business
    Portfolios provide a central location for students to keep materials demonstrating their competen-
    cies in each of the areas targeted as critical to a liberal arts or post baccalaureate education.
    Presenters in this session will discuss how a competency rubric was developed by the Department
    of Public Administration and how electronic portfolios have been used by their students pursuing
    the MPA degree. Portfolio use beyond KU will be discussed, as well, including information about
    what Alverno and Illinois State University are doing, a comparison of the two approaches, and an
    examination of the pros and cons of each. Also addressed will be the use of portfolios at the
    undergraduate level, with a frank discussion of the difficulties associated with requiring students
    to complete portfolios and requiring faculty members to evaluate the efficacy of their teaching by
    assessing the portfolios of their graduates.

H. From Talking at Dinosaurs to Generating Consensus: Tactics for Changing Summerfield 401
   Departmental Culture Around Learning Goals
   Tony Rosenthal & Leslie Tuttle, History
   How can discussions of teaching and curriculum move from scattered hallway encounters to the epicenter of departmental business? Is it worth the journey? Two historians tell the tale of how their department started a transformation at both the undergraduate and graduate levels, evolving from gossip, fear, and defensiveness over teaching to problem solving, largely by refocusing the conversation on how students are trained and what skills they need to acquire. Along the way they witnessed colleagues forming groups spontaneously, experimenting with different methods and networks and bringing students into the conversation. What is happening in your neighborhood?

I. A Learning Communities Assessment Model & Practice Summerfield 507
   Richard Hale, Aerospace Engineering; Gail James, Learning Communities; Katherine
   Rose-Mockry, Student Involvement & Leadership Center; Michael Vitevitch, Psychology;
   & Kathryn Nemeth-Tuttle, Student Success
   Through the Washington Center for Improving the Quality of Undergraduate Education, the KU Learning Communities Program has received an assessment grant to begin a process of program research and analysis. The Collaborative Assessment Protocol is one key component of this process; it focuses on the design of assignments to promote clear understanding and correlation between goals and student learning. This protocol introduces a process of deep reflection for faculty, encouraging perspective on course planning to promote improved assessment. This session presents members of the Assessment Team of the Learning Communities Program, who will offer an overview of how they have worked to re-think and revise the design of their LC's, with subsequent improvements to assignments.

J. Peer Review in Real Time Summerfield 428
   Brian Donovan, Sociology, & Catherine Weaver, Political Science
   Participants will discuss how to conduct faculty peer review of teaching and how peer reviews should be utilized as part of an overall assessment of a faculty members' teaching performance. Brian Donovan will conduct a "real time" peer review of Kate Weaver's teaching portfolio, discussing how in-class observation would be conducted and what materials from Kate's teaching would be collected and examined. Brian and Kate will also discuss how various teaching materials (student evaluations, syllabi, lecture materials, student work, course portfolios, etc.) should be analyzed in conjunction with an interactive discussion between reviewer and reviewee regarding teaching philosophy and approaches. This session will be especially helpful for faculty members preparing for their third-year review, tenure review, and/or review for promotion in rank.

K. Enhancement in Introductory Mathematics Courses Summerfield 505
   Estela Gavosto, Mathematics
   Participants in this session will see the results of a program supported by the Initiative for Maximizing Student Diversity at the University of Kansas (MBRS, National Institute of Health), aimed at improving the success of students with a diverse background in some introductory math courses. Key elements of the enhancement are the addition of a class period and the integration of the so-called Treisman seminar with the course. We will describe recent efforts in measuring the relationship between the use of class time and students' learning.

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 during this coming year:

L. The Basic Elements of Using Live Distance Learning Summerfield 127
   Debra Hedden, Music & Dance
   This session is designed to demonstrate how live, interactive distance learning situations work and includes learning the basics about equipment, the adaptations the instructor must make to deliver quality learning experiences, management strategies for teaching to various classrooms in different geographical locations, and the pros and cons of teaching through this medium.

M. **Teaching the New Generation: Or Making the Best of Our Differences**   Summerfield 426
John Delzell & Anne Walling, Family & Community Medicine
Academic institutions face unprecedented changes over the next decade in regard to generational shifts. The literature indicates significant differences between the Baby Boomers, Gen X, and Gen Y—differences that could seriously hamper the functioning of departments, the professional advancement and productivity of individuals, and how learners are taught. This session considers to what extent these intergenerational differences can be used proactively to enhance teaching.

10:55–11:35   BREAKOUT SESSIONS II

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

A. Closing the Loop	Summerfield 407
B. Tracking Learning: Graduate Nursing Evaluation Matrix	Summerfield 506
C. Making Integrative Learning Visible: Learning About Antiracism Across Spaces	Summerfield 501
D. Creating College Classroom Learning Communities	Summerfield 403
E. Teaching Biostatistics to Non-statisticians: Podcasts & Student Groups	Summerfield 424
F. The Documentation of Multiple Sources for Teaching Evaluation	Summerfield 405

Essential Teaching Practices session:

L. The Basic Elements of Using Live Distance Learning	Summerfield 127

Sessions N and O will be offered only once:

N. **Writing & Critical Thinking in a Discipline: Examples from Biology**   Summerfield 427
Robert Thompson, Duke University
At Duke, faculty members in biology have analyzed the quality of critical thinking found in honors theses and in open-ended course assignments. In this session, Prof. Thompson will describe the assignments and the rubrics developed and used by faculty members, inviting participants to consider how this could be done in other fields.

O. **Beyond the Senior Interview: Portfolios & Standardized Tests as Ways**   Summerfield 428
to Measure Student Learning at KU
Dan Bernstein, CTE/Psychology; Meghan Kuckelman, English; & Deb Teeter, OIRP
KU has a long history of describing student learning through interviews of seniors, and our community is now more interested than ever in how we use what we learn about our students. Two additional approaches to student learning are being tried out by KU faculty members, analyzing student work from KU classes and standardized essay tests used at many universities. This session will describe the two new methods, explain how they are being evaluated at KU, and ask the audience to discuss the options available.

These sessions are new during Breakout II:

P. **Sustainability Across the KU Curriculum**   Summerfield 514
Jeff Severin, Environmental Sustainability Center, & Stacey Swearengin White,
Architecture & Urban Planning
Issues of global sustainability, which address environmental improvement, economic prosperity, and social responsibility, provide engaging opportunities for classroom focus across the KU campus. But what does it mean to teach "sustainability"? This session will explore opportunities, rewards, and challenges of integrating sustainability into the learning goals of many types of courses. Working from one or two examples of current sustainability issues, participants will consider how they might incorporate these issues into their teaching. The goal of this session is to create the foundation for a CTE Working Group to begin in the fall semester.

Q. The Learning Commons: Enhancing Learning Through Services & Space   Summerfield 409
Jennifer Church-Duran, KU Libraries; Lori Reesor & Kathryn Nemeth Tuttle, Student Success
With the leadership of KU Libraries, Student Success and Libraries staff are exploring the development of a Learning Commons in Anschutz Library. The focus of this project is to create flexible environments that support learning through centralized access to expertise and space for active learning and collaboration between students, faculty, and staff. Inspired in part by "Studying Students," the Undergraduate Research Project at the University of Rochester, we are envisioning ways to bring together space, technology, and pedagogy to foster exploration and inquiry. Join us for a discussion and help develop a vision of how innovative use of space and services can facilitate learning here at KU.

R. The PLUS Difference: Peer-Led Undergraduate Supplementary Discussions   Summerfield 505
Jim Orr & Lynn Villafuerte, Molecular Biosciences
In large lecture classes, supplementary discussions scheduled in addition to the standard lecture complement these courses as they provide opportunities for students to interact in a small classroom setting. This session will explore the benefits of using interactive sessions facilitated by peer leaders in order to bridge the gap that frequently exists in large lecture classes between teaching and learning.

S. Using Service-Learning to Fully Engage Students   Summerfield 503
Raquel Alexander, Business, & Andi Witczak, Center for Service Learning
Service learning is a way to fully engage students in course material. Discussion will focus on how to develop and coordinate a service learning project within a course. Professor Alexander will talk about her experience using service learning in her tax research course.

Essential Teaching Practices session:

T. Improving Classroom Discussion: Invention, Imitation, & Evaluation   Summerfield 119
Kris Bruss, Communication Studies
Classroom discussion is promising in theory but often disappointing in practice. In this session, participants will learn about three strategies for improving classroom discussion: invention, imitation, and evaluation. The strategies, informed by public speaking pedagogy and tested in a year-long interdisciplinary humanities course, focus on discussion as a communication ability, one that improves with instruction and practice, much like writing and speaking. During the session, participants will have the opportunity to talk about how they might adapt the strategies for use in their own classes.

11:50–12:30   BREAKOUT SESSIONS III

Sessions U and V will be offered only once:

U. Assessment of Academic Writing as a General Intellectual Skill   Summerfield 427
Robert Thompson, Duke University
Duke faculty members have chosen to use a locally developed framework for evaluating writing, rather than a standardized assessment. Prof. Thompson will describe the locally-developed rubric and provide examples of how data from the rubric and from student's self-report were applied to student work. He will also describe Duke's evaluation of the impact that instruction in the revision process has on student writing. Participants will be invited to consider the best way to evaluate writing quality in their own contexts.

V. Grading with Rubrics: How to Increase Efficiency & Improve Student   Summerfield 506
Learning at the Same Time
Dana Atwood-Blaine, Education Administration; Meghan Kuckelman, English; & Holly Storkel, Speech-Language-Hearing
Rubrics can be used to assess learning outcomes at multiple levels, such as in general education, major programs, and individual courses. This session will use examples to introduce the benefits of developing and implementing rubrics for these various purposes.

Sessions P–T will repeat during this time:

P. Sustainability Across the KU Curriculum   Summerfield 514

Q. The Learning Commons: Enhancing Learning Through Services & Space   Summerfield 409

R. The PLUS Difference: Peer-Led Undergraduate Supplementary Discussions   Summerfield 501
                                                                               —note room change

S. Using Service-Learning to Fully Engage Students   Summerfield 503

Essential Teaching Practices session:

T. Improving Classroom Discussion: Invention, Imitation, & Evaluation   Summerfield 119

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

G. Portfolio Assessment: Pros & Cons   Summerfield 413

H. From Talking at Dinosaurs to Generating Consensus: Tactics for Changing   Summerfield 401
    Departmental Culture Around Learning Goals

I. A Learning Communities Assessment Model & Practice   Summerfield 507

J. Peer Review in Real Time   Summerfield 428

K. Enhancement in Introductory Mathematics Courses   Summerfield 505

Essential Teaching Practices session:

M. Teaching the New Generation: Or Making the Best of Our Differences   Summerfield 426

Poster Session   4th floor Summerfield hallway

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

The Graduate Writing Fellow: A Successful Pilot Program—*Zanice Bond dePerez, Cheryl Lester & Terese Thonus*

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

Pick up a box lunch from tables across from rooms 405 and 407, then join an informal discussion:

Developing Instructional Teams to Improve Learning—   Summerfield 403
    with Jennifer Church-Duran, Andrea Greenhoot, & Catherine Weaver

Evaluating Learning in Professional Schools—   Summerfield 405
    with Helen Connors, Keith Diaz Moore, & Rick Ginsberg

Engaging Faculty in New Dimensions of Assessment—   Summerfield 407
    with Lisa Friis & Dan Spencer

Peer Review of Teaching—   Summerfield 424
    with Dan Bernstein & Chris Haufler

Strategies for Assessment of General Education/Learning—   Summerfield 426
    with Robert Thompson & Provost Richard Lariviere

Breakouts Summary

Room	Breakout I: 10:00–10:40	Breakout II: 10:55–11:35	Breakout III: 11:50–12:30
119		T. Class Discussions	T. Class Discussions
127	L. Live Distance Learning	L. Live Distance Learning	
401	H. Talking at Dinosaurs		H. Talking at Dinosaurs
403	D. Classroom LCs	D. Classroom LCs	
405	F. Teaching Evaluation	F. Teaching Evaluation	
407	A. Closing the Loop	A. Closing the Loop	
409		Q. Learning Commons	Q. Learning Commons
413	G. Portfolio Pros & Cons		G. Portfolio Pros & Cons
424	E. Podcasts & Student Groups	E. Podcasts & Student Groups	
426	M. Teaching New Generation		M. Teaching New Generation
427		N. Writing & Critical Thinking	U. Assessment of Writing
428	J. Peer Review in Real Time	O. Beyond Senior Interview	J. Peer Review in Real Time
501	C. Integrative Learning	C. Integrative Learning	R. PLUS Difference
503		S. Using Service-Learning	S. Using Service-Learning
505	K. Intro Math Courses	R. PLUS Difference	K. Intro Math Courses
506	B. Grad Nursing Matrix	B. Grad Nursing Matrix	V. Grading with Rubrics
507	I. LC Model & Practice		I. LC Model & Practice
514		P. Sustainability	P. Sustainability

Special thanks to TherapyWorks and Massage Envy for donating door prizes.