

KU TEACHING SUMMIT 2009

Engaged Learning

August 18, 2009

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

- 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
Barbara Atkinson, Executive Vice Chancellor
Bernadette Gray-Little, Chancellor
- 8:35–8:50** **Program & Unit Recognition** Budig 130
Danny Anderson, Interim Provost and Executive Vice Chancellor
- 8:50–9:20** **Promoting Engaged Learning at KU: Lessons from NSSE** Budig 130
Jillian Kinzie, NSSE/Indiana University
The National Survey of Student Engagement (NSSE) provides valuable information about the quality of undergraduate teaching and learning. This session will introduce several lessons learned including evidence about the value of “high impact practices,” success for historically underserved students, fostering deep approaches to learning, and the importance of examining variation in student outcomes and experiences within institutions. We will also review the qualities of an engaged campus, department, or program and consider ways to promote engaged learning for all students.
- 9:20–9:40** **Break**
Refreshments are available on the 1st floor of Wescoe.
- 9:40–10:20** **BREAKOUT SESSIONS I**
- A. Engaging Indigenous Students on Current Issues** *Budig 135
Jay T. Johnson, Geography, & John Hoopes, Global Indigenous Nations
Most faculty members are familiar with the issues that face Indigenous peoples in the world today; however, not all have had experience with engaging Indigenous students in the classroom. Often this is a matter of anticipating new perspectives and experiences and finding ways to draw those out within a classroom context. The facilitators will share their experiences and invite participants’ experiences and ideas. **Please note: This session will be offered only one time.**
- B. Engaging Undergraduates in Research** Wescoe 1001
Susan Williams & Michael Detamore, Chemical & Petroleum Engineering
Do you want to get undergraduate students involved in research? Come participate in a discussion on developing research opportunities for undergraduates. The discussion will include examples of how faculty in Chemical and Petroleum Engineering encourage undergraduates to engage in research. We’ll focus on how to provide opportunities, disseminate work, and advise students.
- C. Collaborative Course Design to Improve Research & Writing Skills** Wescoe 1003
Dan Bernstein, CTE/Psychology, & Andrea Greenhoot, Psychology
Students’ performance in library-based research papers improves when component skills are developed with preliminary assignments. KU faculty members have worked with library and writing center colleagues in collaborative design of assignments to support research-based writing. This

session will review recent work to include GTA participation in large course re-design, and participants will consider how to use these ideas in their own courses.

- D. Difficult Dialogues: Engaging Learners to Deal Effectively with Controversy** Wescoe 1009
Fred Rodriguez, Interim Associate Vice Provost for Diversity & Equity
A difficult dialogue is an encounter among individuals with differing opinions, beliefs, perspectives, or worldviews. This national model is being utilized among several universities across the country—as well as several in the Big 12. This session will share the ways others have developed, fostered, assessed, and improved difficult dialogues within their courses and classrooms, departments, and campus-wide initiatives. The questions to consider: Would such a model have a place at KU? If so, what should it look like and where do we go from here?
- E. Tablet Workshop: The Road to a Paperless Curriculum** Wescoe 1049
James L. Fishback, Michael Karr, Giulia Bonaminio & Robert M. Klein, School of Medicine
The Tablet PC offers innovative and revolutionary ways for faculty members and students to personalize education and organize learning materials in an efficient manner. This workshop will include demonstrations of learning activities, and the presenters will outline the latest Tablet PC hardware and software. We will demonstrate several E-textbook solutions and discuss the effectiveness of E-textbooks in our integrated, electronic curriculum. We will also discuss the cost of developing these applications for a curriculum.
- F. Fomenting Revolution: “Reacting to the Past” as a Tool for Engagement** Wescoe 1005
Kristine Bruss, Communication Studies, and Leslie Tuttle, History
“Reacting to the Past” is an award-winning pedagogy that involves students in elaborate historical simulations informed by classic texts in the history of ideas. “Reacting” addresses the perennial challenge of engaging students through oral and written role-play in student-run classrooms. For students, trying Socrates or debating the fate of revolutionary France is fun. But does it offer the gains in student learning that its promoters promise? Join two KU faculty members as they reflect on their experiences with “Reacting.”
- G. Digital Storytelling as a Learning & Communication Tool** Wescoe 1007
Bonnie Johnson, Urban Planning; John Rinnert, IDS; & Urban Planning Graduate Students
Digital storytelling is a valuable pedagogical tool where students reflect on course content and critically evaluate information while also learning how to communicate with a wide audience. Digital stories are multimedia narratives combining music, sound, text, and images (still and/or moving). This session will include perspectives and lessons learned from a teacher, technology expert, and students on the use of a digital story assignment in place of a final research paper.
- H. Reflection & the Study Abroad Experience: Three Models, One Teacher** Wescoe 1015
Mary Klayder, English
We can usually count on students’ need to reflect when they encounter a new culture or unfamiliar surroundings. It usually happens despite us. But opportunities for guided reflection can enhance students’ experience overall and solidify the academic program. It can help connect formal materials to the experience as a whole. This session will focus on three different ways to build reflection into study abroad programs. Participants will discuss ways to incorporate reflection in study abroad and other nontraditional courses and look at the advantages of including some of the same elements in classes on campus.
- I. Teaching in an E-learning Age: Using a Virtual Environment to Facilitate Authentic, Interdisciplinary Instruction of Home Assessment** Wescoe 1017
Carla Sabus, Physical Therapy & Rehabilitation Science; Dory Sabata, Occupational Therapy Education; Tennille Fincham & Stephanie Gerald, Teaching & Learning Technologies
This session will introduce a virtual environment, Second Life, and demonstrate its educational utility. Second Life has been used for online learning, collaboration, and networking. This session will demonstrate a campus-based application of interdisciplinary instruction using Second Life that allowed students to experience a virtual, community-based case study. Participants will discuss student outcomes and other educational applications of a virtual environment.

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:

- J. What the Best College Teachers Do, According to Ken Bain** Wescoe 1046
Angela Lumpkin, Health, Sport & Exercise Sciences
This session is designed for faculty to gain insights into what the best college teachers do, as well as learn how our colleagues are using strategies that align with and support helping students take personal control of their learning. We'll summarize Bain's research about how the best college teachers are active scholars, view teaching as equally important to their research, expect "more" (quality and high standards, not quantity) of their students, create natural critical learning environments, trust that their students want to learn, and assess personal effectiveness as well as assess how students meet learning objectives. Session participants will discover how KU colleagues have utilized effective instructional, learning, and assessment strategies that have enhanced learning.
- K. Managing & Preventing Academic Misconduct in the Classroom** Wescoe 1045
Sara Wilson, Mechanical Engineering, & Tom Mulinazzi, CEA Engineering
As technology continues to develop, it seems that some students find newer and more devious ways to cheat. Such behavior undermines the educational process, discourages honest students, and hampers the development of professional behavior. In this session, we will examine and discuss how we, as faculty and administrators, can manage our classrooms, departments, and schools such that students are encouraged to learn and discouraged from academic misconduct.
- L. Our 2K+ Students** Wescoe 1047
Bill Carswell, Architecture
An examination of the myths and realities of some of today's student-body learning profiles, this is a summary reporting of a sequence of faculty conversations during the last year on the so-called Millennial Generation as experienced at KU. The report includes specific recommendations that can be implemented to address today's students. Session participants will be invited to a follow-up session later this fall, to report back on the group's suggestions.

10:30-11:10 BREAKOUT SESSIONS II

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

- B. Engaging Undergraduates in Research Wescoe 1001
- C. Collaborative Course Design to Improve Research & Writing Skills (*room change*) Wescoe 1017
- D. Difficult Dialogues: Engaging Learners to Deal Effectively with Controversy Wescoe 1009
- E. Tablet Workshop: The Road to a Paperless Curriculum Wescoe 1049

Essential Teaching Practices sessions:

- J. What the Best College Teachers Do, According to Ken Bain Wescoe 1046
- L. Our 2K+ Students Wescoe 1047

Sessions M and N will be offered only once:

- M. High Impact Practices: Why They Work & Who Benefits** Wescoe 1003
Jillian Kinzie, NSSE/Indiana University
Structural features such as learning communities, service learning, and study abroad, along with specific pedagogical practices including active learning, engage students at levels that elevates their performance on desired outcomes measures. This session will highlight results from the National Survey of Student Engagement (NSSE) that measure the effects of participating in these "high impact" activities on selected outcomes and the benefits for less prepared students. Then we will review the implications of this research for classrooms and programs, and discuss how to structure the experiences to maximize effectiveness and ensure more students benefit.

- N. Assessment of Student Learning in the Marketing & Management Areas** Wescoe 1005
V. Parker Lessig & Ronald A. Ash, School of Business
This session will discuss the establishment of mission statements, the identification of core concepts and tools, and the mapping of these into specific course learning objectives for the Marketing and the Management majors within the School of Business. The process by which learning objectives are assessed in the majors' core courses will also be summarized.

These sessions are new during Breakout II:

- O. Teaching Sustainability, Engaging Learners: A Multidisciplinary Approach** *Budig 135
Stacey Swearingin White, Urban Planning; Chris Brown, Environmental Studies/Geography; Chris Depcik, Mechanical Engineering
Sustainability, or the pursuit of environmentally sound, socially equitable, economically feasible ways of life, is an increasingly important topic. This session will present the results of a year-long, multidisciplinary faculty working group focused on teaching sustainability across the KU curriculum. We will discuss how you might incorporate sustainability content into your teaching.
- P. Teaching Strategies & Student Engagement in Video Conference Courses** Wescoe 1007
David Pendergrass, Undergraduate Biology, & Diana Marrs, Education Technology/Edwards
In a drive to maximize outreach to students at other locations and increase instructional efficiencies, more and more faculty are being drawn to teach through video conferencing technology. The challenge is to keep far side students engaged and to maintain a high quality learning environment. In this presentation, Diana Marrs will share instructor training materials and video conference surveys that are currently being used for continuous improvement in this area. David Pendergrass will share his experience teaching through this technology and the strategies he uses to increase student engagement in the learning process while at a distance.
- Q. Capturing Computer Screens & Playing Games: Technology to Deliver and Enhance Learning** Wescoe 1015
Vicki Ross, School of Nursing, & Kristin Whitehair, Dykes Library
Two software programs that can be used to enhance and engage student learning will be demonstrated and educational applications discussed. Raptivity®, an educational software program available to faculty, guides educators through the process of transforming course-specific content into games that can be uploaded to online courses. JING® is a free software program that allows screen or video captures for use at a later time. If you are looking for iconic or creative methods for delivering content, JING® and/or Raptivity® may be the answer.

Essential Teaching Practices session:

- R. Developing Poise & Confidence in the Classroom (10:30–12:00)** Wescoe 1045
Marvin Stottlemire, Preventive Medicine
In this session, participants will engage in improv-based exercises designed to build confidence and poise. Although improvisational comedy began as an entertainment medium, many professionals, including teachers, have found improv skills to be useful. The exercises in this session will improve your listening skills; help you talk, think, and listen at the same time; stimulate creativity; and build confidence. **Note: This session is 80 minutes.**

11:20–12:00 BREAKOUT SESSIONS III

Sessions S, T, and U will be offered only once:

- S. The Value of “Looking Within” to Increase Student Engagement & Success** Wescoe 1003
Jillian Kinzie, NSSE/Indiana University
What is the range of students' participation in engaged learning in your course, department and on campus? Though it may be appealing to focus on the average student experience, we know there is considerable variation in the quality of students' experience on a campus. In this session, we will discuss patterns of engagement, focus attention on looking more deeply at the experience of “under-engaged” students, and consider approaches to increasing student engagement.

T. The Tyranny of Anecdotes: Measuring Success in the History Doctoral Program Wescoe 1001
Luis Corteguera, History
 How can we move away from relying exclusively on anecdotal evidence to evaluate the effectiveness of a doctoral program? The Department of History has developed rubrics to evaluate the materials graduate students submit as part of their doctoral portfolio and students' performance during the doctoral oral examination. This exercise provides a starting point to develop means of collecting hard evidence to determine what works, and what doesn't, in our doctoral program.

U. Authentic Assessment: Using Standardized Clients to Assess Professional Skills Wescoe 1009
Ronald E. Ragan & David W. Virtue, School of Pharmacy
 Session participants will view a short slide/video presentation to become familiar with the Standardized Client Assessment program in the School of Pharmacy at KU. Following the video, there will be an open discussion about assessment methodology and program administration.

Sessions O, P, and Q will repeat during this time:

- O. Teaching Sustainability, Engaging Learners: A Multidisciplinary Approach ***Budig 135**
- P. Teaching Strategies & Student Engagement in Video Conference Courses Wescoe 1007
- Q. Capturing Computer Screens & Playing Games: Technology to Enhance Learning Wescoe 1015

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

- F. Fomenting Revolution: "Reacting to the Past" as a Tool for Student Engagement Wescoe 1005
- G. Digital Storytelling as a Learning & Communication Tool (*room change*) Wescoe 1049
- H. Reflection & Study Abroad Experience: Three Models, One Teacher (*room change*) Wescoe 1046
- I. Teaching in an E-learning Age: Using a Virtual Environment Wescoe 1017

Essential Teaching Practices session:

- K. Managing & Preventing Academic Misconduct in the Classroom (*room change*) Wescoe 1047

Poster Session

1st floor Wescoe hallway

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

McNair Scholars Program & University Theatre

12:10-12:30 WRAP UP, EVALUATION & DOOR PRIZES 3140 Wescoe

12:30-1:00 LUNCH 1st floor Wescoe hallway

Pick up a box lunch from tables across from rooms 1007 and 1049, then join an informal discussion:

Expanding Engaged Learning at KU—with Danny Anderson Wescoe 1003

New Ways for Students to Represent Learning—with Dan Bernstein and Andrea Greenhoot Wescoe 1007

Measuring Success in Doctoral Programs—with Luis Corteguera Wescoe 1001

Assessing Learning in a Major—with Ron Ash & Parker Lessig Wescoe 1005

Authentic Assessment—with Ron Ragan & David Virtue Wescoe 1009

Breakouts Summary

<u>Room</u>	<u>Breakout I: 9:40-10:20</u>	<u>Breakout II: 10:30-11:10</u>	<u>Breakout III: 11:20-12:00</u>
1001	B. Undergrads & Research	B. Undergrads & Research	T. Tyranny of Anecdotes
1003	C. Collaborative Design	M. High Impact Practices	S. "Looking Within"
1005	F. Fomenting Revolution	N. Learning in the Major	F. Fomenting Revolution
1007	G. Digital Storytelling	P. Video Conference Courses	P. Video Conference Courses
1009	D. Difficult Dialogues	D. Difficult Dialogues	U. Authentic Assessment
1015	H. Reflection & Study Abroad	Q. Capturing Screens	Q. Capturing Screens
1017	I. Virtual Environments	C. Collaborative Design	I. Virtual Environments
1045	K. Academic Misconduct	R. Developing Poise & Confidence (80 min. session)	
1046	J. Best College Teachers	J. Best College Teachers	H. Reflection & Study Abroad
1047	L. Our 2K+ Students	L. Our 2K+ Students	K. Academic Misconduct
1049	E. Tablet Workshop	E. Tablet Workshop	G. Digital Storytelling
135 Budig	A. Indigenous Students	O. Teaching Sustainability	O. Teaching Sustainability

For more information about some of the departments/units that are evaluating learning, check CTE's website at www.cte.ku.edu. For a summary of the units go to the "Portfolio Gallery" link and scroll down to "Department Analysis of Learning." For narratives of faculty members' experiences, click on the "Resources" link, then go to "Reflections from the Classroom" for 2007-08.