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PROFESSIONAL EDUCATION

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Professional education shares common ground with liberal education

In professional education, it is insufficient to learn for the sake of knowledge and understanding alone; one learns in order to engage in *practice*.
—Lee Shulman

In an essay in *Liberal Education*, Lee S. Shulman points out that professional education “poses compelling pedagogical challenges that can and should inform all sectors of education, including undergraduate liberal education” (p. 18). He proposes we study pedagogies of the professions to “gain insights into teaching that cross both professional lines and the divide between the liberal and the professional” (p. 22).

Through the Carnegie Foundation for the Advancement of Teaching, Shulman led a study on the professional formation of the clergy, publishing its findings in “From Hermeneutic to Homiletic” in the

March/April issue of *Change*. Here Shulman extends the Foundation’s findings beyond the clergy and applies them to all professions. To be considered a professional, one must have understanding, character, and practical skills that can be applied to diverse situations in response to the appropriate context. He writes, “The four powerful ‘signature pedagogies’ that run through secondary education—pedagogies of interpretation, pedagogies of formation, pedagogies of contextualization, and pedagogies of performance—are powerful instances of the kinds of teaching needed in every profession—and perhaps in the liberal arts as well” (p. 30).

How do these practices take shape on our campus? This issue considers some facets of professional education and signature pedagogies at KU.

—Ann Martinez, CTE

There is always a great deal of excitement and energy on the Hill as we approach a new academic year. Enthusiasm about the months ahead is fueled by the influx of new and returning students, the launching of new projects and ideas, and the promise of growth and change. When we consider complex and intense questions about how to best engage our students and the effect of that engagement on issues related to retention and timely graduation, it creates opportunities for interesting discussions about where we are now and what directions we might consider to bring about improvement. What tools do we have at our disposal that can be reconfigured or repurposed to meet the shifting needs of our students?

The concept of signature pedagogies (Shulman, 2005) and the acquisition of knowledge to engage in some sort of practice is no stranger to professional schools like law, medicine, journalism and education. There is a systematic effort to impart the connections among central ideas, knowledge and principles to practice. Students are, in many cases, afforded opportunities to try their hand at application over the course of their academic program. In watching and tracking the engagement of my own students in a professional program, I can’t help but ask, “How might we utilize a signature

pedagogy of engaged learning to transform or repurpose courses in general education?”

Regardless of discipline, faculty members articulate many common desires for their students. Though exact wording varies, the general ideas are captured in the American Association of Colleges & Universities *Principles of Excellence*, as well as in our own *Initiative 2015*. The principles outlined in both of these documents suggest a direct relationship between research and creative activity and a student’s ability to engage in life-long learning. What would happen if we were to connect research and creative endeavors, civic engagement, and global awareness to the general education courses that students take before digging deeper in a specific area of study? If courses became systematic inquiries to enduring questions, would this supersede mere check marks on a degree of study grid sheet?

Colby, Ehrlich, Beaumont and Stephens (2003) present *engaged pedagogy* as a best practice for learning. The principles they outline include active learning, learning as a social process, knowledge as shaped by contexts, reflective practice and capacity to represent an idea in more than one modality. This template causes us to stretch beyond a central text or set of readings that are

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Fall schedule includes sessions on peer collaboration, large classes, writing, technology and graduate education

CTE's fall workshops and lunch sessions are listed below. No RSVPs; all sessions will be in 135 Budig. For more information, contact us at cte@ku.edu, 785.864.4199, or www.cte.ku.edu.

Constructing & Grading Writing Assignments: The Basics—Sept. 22, 12–1 PM
This conversation will feature ideas on creating short, relevant, and easy-to-evaluate assignments that will support student learning rather than add busy work. With Terese Thonus, KU Writing Center.

Peer Collaboration—Sept. 23, 3–4 PM
Information about a new program that advances learning and documents teaching success. Interested participants may attend a follow-up session on Oct. 11 from 12–1 PM or Oct. 12 from 3–4 PM. (First presented at KU Summit and at CTE on Sept. 15.)

Managing Grade Expectations in Large Classes—Sept. 27, 12–1 PM
How to help students appreciate the realities of grade distributions in many large classes with a view to both motivating them to work and helping them reflect on their assumptions about grades they'll receive. Acquainting students with the Lake Wobegon Effect will be among the strategies to be discussed. With Ben Eggleston, Philosophy.

Structuring Group Assignments in Blackboard—Sept. 29, 12–1 PM
See how your colleagues are using group tools in Blackboard and learn how to set up groups in your courses. With Cathy Shenoy, Business, and Susan Zvacek, IDS.

Peer Collaboration: Triad Matching—Oct. 11, 12–1 PM OR Oct. 12, 3–4 PM
Attend one of these sessions to become part of a teaching triad.

Using Blogs and Wikis in Blackboard: What, Why, and How—Oct. 19, 12–1 PM
What blogs and wikis are, why they are useful in various courses, and how to actually set them up. With Doug Golick, IDS.

Increasing Interaction in Large Classes—Oct. 21, 12–1 PM
Are there ways to facilitate peer-to-peer interaction in a large class, and keep students on task? Andrea Greenhoot, Psychology, will share some strategies that work.

Managing a Graduate Student Defense—Oct. 25, 12–1 PM
Suggestions on advising graduate students through the document (preparation, establishing timelines, and more). With Cindy Colwell, Music Therapy, and Robert Rowland, Communication Studies.

Teaching and learning in the disciplines: Beyond informing students to developing responsible agents in our communities

Keith Diaz Moore, Architecture

Lee Shulman (2005) offers a useful framework for critical consideration of what he terms “signature pedagogies” —the characteristic forms of teaching and learning found in a discipline. These would include the case study method in law and business, intern rounds in medicine, and studios in architecture. He suggests that signature pedagogies have three dimensions: a *surface structure* (concrete, operational acts), a *deep structure* (a set of assumptions about how to impart knowledge) and an *implicit structure* (the set of beliefs and attitudes that underlie the two other structures). Drilling down into the heart of a pedagogical approach can tell us a great deal of the values and habits students are likely to acculturate. In architecture, for instance, the studio model offers many strengths in developing students' abilities to deal with highly complex problems in a context of great uncertainty. However, it also models a “cult of personality” in which the individual instructor is the sole source of valued knowledge in that particular studio. Students learn to respond to the needs and desires of that particular faculty

member, often to the point where it becomes difficult to ascertain the progressive building of knowledge one would expect in the studio sequence.

These types of reflections will prove important in carefully considering the challenges presented in the

In our discussions of teaching and learning, the questions of why and how we do what we do are as important as what we do.

relatively new publication from the Carnegie Foundation for the Advancement of Teaching, *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice* (Sullivan & Rosin, 2008). This

book challenges universities to move beyond developing students who are well informed, critical thinkers to those who may become responsible agents in our communities. If we are seeking to educate responsible agents, agency becomes a central concern within our educational efforts. If agency is how people value their world and act within it, then pedagogical reflection that goes beyond surface structure to carefully consider the deep and implicit structures of our pedagogies becomes imperative. In our discussions of teaching and learning, the questions of why and how we do what we

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The science of classroom assessment

Bruce Frey, Psychology & Research in Education

Like many other aspects of college teaching, quality classroom assessment plays a critical role in affecting student learning and has a research-based set of best practices. Also, unfortunately, like so many other aspects of college teaching, most college teachers have received no training in how to assess students in ways which are useful. This skill, like most everything else related to teaching, is usually treated as one of those important things that we are all magically able to do as soon as we are hired. Of course, like whatever practices are central to your professional and intellectual work, there is theory and empirical scholarship which inform modern classroom assessment.

Assessment in the classroom includes a broad set of activities where information is gathered and evaluations are made. The assessments can be made before, during or after instruction, at any time during the learning process. The information can be used by teachers to improve instruction, or by students to control their own learning, or both. Performance on assessment might contribute to a course grade.

Providing frequent feedback directly to students so they can monitor and control their own learning is an assessment approach that has been found to directly affect learning and increase test scores.

Approaches to quality classroom assessment focus on an assessment's particular purpose. Assessment at the end of instruction, such as most traditional paper-and-pencil tests (e.g. multiple-choice questions) or performance-based assessments (e.g. essays or projects), is *summative*. It reflects, ideally, how much has been learned. Assessment during instruction which does not affect grades is *formative*. When done well, it allows students and teachers to fine tune their strategies for learning or teaching on the fly, while learning is still forming. Providing frequent feedback directly to students so

they can monitor and control their own learning is an assessment approach that has been found to directly affect learning and increase test scores. (Research suggests it is the only approach that can make this claim). Other current hot topics among classroom assessment researchers include a movement towards making assessment more *authentic* to mirror real-world activities and growing support for creating assessments which follow *universal test design* guidelines (similar

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Applying signature pedagogies to engaged learning *continued from page 2*

assessed by a lengthy paper or exam and reach beyond KU classrooms and connect to knowledge, research and creativity in action that characterize our local, state, national and world communities. Engaging students in these learning experiences and conversations may be just the thing that attracts and keeps them at KU in order to turn out well-informed, intellectual members of a global society.

References

Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.

Shulman, L. (2005). Pedagogies of uncertainty. *Liberal Education*, Spring, 18-25.

The University of Kansas Initiative 2015 Report can be found at:

<http://www.chancellor.ku.edu/2015/>

LEAP Principles of Excellence can be found at: http://www.aacu.org/leap/principles_in_practice.cfm

Teaching and learning in the disciplines *continued from page 4*

do are as important as what we do. As Shulman (2005: 59) observes, "signature pedagogies make a difference. They form habits of the mind, habits of the heart, and habits of the hand."

References

Shulman, L. (2005). Signature pedagogies in the professions. *Daedalus* 134(3): 52-59.

Sullivan, W. & Rosin, M. (2008). *A new agenda for higher education: Shaping a life of the mind for practice*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

The science of classroom assessment *continued from page 5*

to building codes) to make tests accessible and fair to all regardless of student characteristics which should not affect performance (e.g. native language, disability).

There is a science of classroom assessment. That comes as a relief to those of us who do not magically know how to do all the things we need to do to teach well.

English, history, and music education and music therapy receive Teaching Development Awards; 2011 call out in October

Last spring, three departments received CTE Teaching Development Awards, which provided \$2500 to departments/units that are developing a process for evaluating and improving student learning across a program. Award recipients were the Department of English, Department of History, and Music Education and Music Therapy program.

The Department of English is planning the second stage implementation of an assessment project to determine how well current curriculum design and pedagogy accomplish departmental goals for English majors. To demonstrate that the goals have been met, the department is measuring student satisfaction via an exit survey and evaluating samples of student work in two introductory courses. The department will compare this data with student work samples collected from two advanced, 500-level courses. After evaluating results, the department will evaluate findings and determine directions for improving student learning.

The Department of History is analyzing its curriculum to evaluate and improve student learning by creating clear guidelines for 100-, 300-, and 500-level courses so that students understand more clearly the skills that they are to obtain at each level. All majors are required to take an introduction to

historical inquiry and a capstone research course. The department will survey students at these two points to measure understanding of course expectations, how those expectations have been met, and how that information affected students' sense of engagement with their coursework. Survey results will inform the department's development of new guidelines.

The Music Education and Music Therapy program plans to have students demonstrate an ability to apply and synthesize in community settings the knowledge and skills obtained in courses and laboratories. Student's abilities will be evaluated with rubrics, performance rating scales, and content analyses of self-reflections. Ultimately, the department plans to have all graduating students meet requirements for a service-learning certificate.

In October, chairs will receive the call for the 2011 Teaching Development Awards. CTE's advisory board has identified three criteria for the awards: clear project goals and means of evaluation, evidence of integrated participation among faculty members in the unit, and a commitment to share with the campus what was learned through the project. For more information, contact Dena Register at register@ku.edu.

CTE update

Teaching Matters readers will notice a new author for the "CTE View" column. This fall Dena Register, associate professor of music education and music therapy, is our interim director while Dan Bernstein is on sabbatical.

CTE also welcomes a new Faculty Fellow, Bruce Frey, associate professor of psychology and research in education. Bruce is meeting with faculty and instructional staff members who have questions about student assessment. You can contact him at bfrey@ku.edu.

And there's a new look for *Teaching Mat-*

ters. Why? Last year, when we published the newsletter online, we noticed a drop in readership. We surveyed colleagues and most indicated they simply hadn't noticed the electronic version they received, and several talked about e-overload. Since faculty and instructional staff members rank CTE publications as one of our most important contributions to the KU community, we were prompted to return to a print version, and we developed this lean, cost-efficient format. Let us know what you think of it.

Final thoughts on professional education from Lee Shulman

"...a true professional does not *merely* practice; he or she performs with a sense of personal and social responsibility."

"Some of us would plead that liberal education's signature pedagogy should really be the seminar [rather than the large lecture], featuring kinds of interactions between students and teacher that more readily mirror signature pedagogies in the professions."

"By studying the pedagogies of the professions and their signatures, we gain insights into teaching that cross both the professional lines and the divide between the liberal and the professional."

Teaching Matters is published by the Center for Teaching Excellence. We welcome your comments and suggestions. Upon occasion we invite the submission of articles of special interest to the academic community.

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