

KU TEACHING SUMMIT

Supporting Learning for All Our Students

August 18, 2016

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

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| 8:00–8:25 | Registration
Continental breakfast served in CTE, room 135, until 8:20 a.m. | Northwest Budig entrance |
| 8:30–8:40 | Welcome
<i>Andrea Greenhoot, CTE Director, and Doug Girod, Executive Vice Chancellor</i> | Budig 130 |
| 8:40–8:50 | Teaching Recognition
<i>Neeli Bendapudi, EVC & Provost; Doug Girod; and DeAngela Burns-Wallace, Vice Provost of Undergraduate Studies</i> | |
| 8:50–9:35 | Opening Plenary
<i>Alma Clayton-Pedersen, Association of American Colleges & Universities</i>
“The Benefits and Challenges of Making Excellence Inclusive”
Rapid changes in the college-going population, demands for greater effectiveness and accountability, shrinking resources, and technological innovations are changing the national landscape of higher education. Enacting Inclusive Excellence principles can prepare the campus for this era of increased social complexity by placing diversity, broadly and richly defined, at the center of the entire academic enterprise. We will explore the notion that everyone connected to the enterprise has a role in addressing the challenges of making excellence inclusive. Further discussion will focus on how faculty and instructors can draw on all of the diversity in a learning environment to enhance learning for all. | |
| 9:35–9:50 | Door Prizes | |
| 9:50–10:05 | Break — Coffee and refreshments are available on the 4th floor of Wescoe | |

10:05–10:45 BREAKOUT SESSIONS I

Note: Generate sessions do not include formal presentations. Participants will discuss critical questions to discover new ideas or action items related to the issue. Your ideas will be shared with the KU community in CTE's fall issue of *Teaching Matters*.

The first three sessions (marked *) will be offered only one time.

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| *A. GENERATE—Bridging the Gap: Resources and Strategies for Teaching International Students | Wescoe 4035 |
| <i>Megan Greene, History; Joe Potts, International Programs</i> | |
| The purpose of this session is to explore some of the challenges of teaching international students and to present some of the resources that are available to us as we look for solutions to those challenges. Discussion will center on the following questions: What challenges have we encountered in teaching international students? What challenges do our international students seem to have in adapting to KU? What resources have you found useful as you have grappled with these challenges? | |
| *B. Inclusive Teaching and Open Educational Resources | Wescoe 4034 |
| <i>Josh Bolick, KU Libraries; Amy Rossomondo, Spanish & Portuguese</i> | |
| In this session, we will discuss trends in textbook markets and their negative impact on student success, OER as student-centered and inclusive, and successful implementations of open educational resources at KU. Attendees will learn where to find open materials in their own areas of instruction and about support for OER adoption, adaptation, and creation at KU. | |

- *C. Engaging Students in Critical Conversations on Social Justice through Service Learning** Wescoe 4002
Cécile Accilien, African & African-American Studies; Hyesun Cho, Curriculum & Teaching; Linda Dixon, Center for Civic & Social Responsibility
 Service learning is a high impact teaching method that supports engaged, meaningful learning by addressing community-identified needs. By assigning community projects in your courses, students are given opportunities to engage with societal issues that can enhance their understanding of course content as well as ways to improve their communities. Learn how meaningful service-learning projects can foster critical conversations around citizenship and equity.
- D. Transforming Departmental Teaching: Collaborative Redesign** Wescoe 4041
Stephanie Becker, Holly Storkel, and Steve Warren, Speech-Language-Hearing
 How can departments and faculty leaders foster interest in transforming courses to embrace new technologies and enhance student learning? In this session, we will describe several options adopted by the Speech-Language-Hearing department for transforming department teaching: 1. department-led activities to assist faculty in understanding the goal of and options for course redesign; 2. departmental collaboration to redesign an introductory undergraduate course; 3. paired faculty collaboration in transitioning lead instructors in a graduate course.
- E. Bringing ADN and BSN Pre-licensure Education Together at Last** Wescoe 4007
Nelda Godfrey and David Martin, Nursing
 In May 2016, the first students from the KU Community College Nursing Program “walked down the hill.” This unique program provided pre-licensed nursing students the ability to complete their associate degree in nursing while completing their baccalaureate nursing degree from KU. Implementation of this structure identified areas for reforms in the student admission, progression, and completion process, which will be described in this session. Participants will examine their current programs to think through how this approach could work in their environment.
- F. Teaching Online: How Do I Start?** Wescoe 4067
Renee Hewitt and Ann Lindbloom, Center for Online & Distance Learning; Doug Ward, Journalism/CTE
 Creating an online course intimidates even the most experienced instructors. It doesn’t have to, though. Teaching online involves many familiar pedagogies and strategies, but in a different environment. In this session, we will talk about developing a mindset for online teaching, exploring strategies for creating and planning online courses for the first time.
- G. Using Student Reflection to Enhance Learning Experiences** Wescoe 4018
Ravi Shanmugam, Management; Colin Roust, Music
 This breakout will encompass two mini-sessions: 1. “So What Do You Really Think?": How to Use Technology to Get Candid Feedback from Students, which will address new ways that faculty can gather feedback from students about all things class-related. 2. Post-Test Analysis as a Tool for Student Reflection, which will feature a method of using post-test analyses that encourage students to reflect on their study strategies and allows instructors to build a strategy library that students can access.
- H. Writing Fellows as Student Support in Graduate Courses** Wescoe 4012
Misty Chandler, Student Services; Adam Miller, English; Angela Pastorek, Communication Studies; Terese Thonus, KU Writing Center
 Graduate students need writing support in their courses, and Writing Fellow engagement with faculty and students facilitates this. We'll present a retrospect of the Graduate Writing Fellows program at the Edwards Campus and discuss ways that faculty across KU can create graduate instruction around scaffolded writing and communication assignments. Rather than adding "busy work," incorporating a Writing Fellow can enhance instruction and create more robust outcomes in graduate courses.
- I. Join the Conversation: Methods to Draw Students into Scholarly Dialogues** Wescoe 4043
Jane Barnette, Theatre; Marsha McCartney, Psychology
 We would like our undergraduate students to transition from understanding knowledge as a series of facts memorized from textbooks to knowledge as a product of scholarly conversations, with varying degrees of evidence supporting different positions. Getting students from A to B, however, requires them to learn several subskills and practice higher-order thinking. This session will offer two models (from Theatre, from Psychology) for helping students map out and enter the academic conversation.

- J. Transfer Students, Adult Learners, & Working Professionals: The Edwards Student** Wescoe 4023
John Bricklemeyer, Engineering & Project Management; Steve Werninger & Benjamin Wolfe, Academic Support Center

Are you teaching at the KU Edwards Campus this year? Join us to learn more about the non-traditional students we meet in our classes daily. In this segment, we plan to address the differences with transfer students, adult learners, and working professionals. We aim to discuss transfer shock, the responsibilities and expectations of the adult learner, and Knowles principles of andragogy.

- K. From Students to Scholars: Recruiting and Retaining Traditionally Underrepresented Students for Undergraduate Research** Wescoe 4040

Nicole Hodges Persley, Theatre; Nicole Humphrey & Shannon Portillo, Public Affairs & Administration

Undergraduate research has been shown to be a high-impact practice for students from traditionally underrepresented backgrounds, yet cultural and structural barriers can prevent some faculty from recruiting and retaining these students to participate in it. One factor is how students are recruited to participate in research at a place like KU: the opportunity is there for those who know how to, and are encouraged to, ask for it. This session will explore how this self-selecting model can fail to serve the students who might benefit the most from the experience and provide strategies to effectively reach out to and support students from underrepresented backgrounds interested in research.

- L. Engaging International Students and Enhancing Their Success** Wescoe 4025

Yvonne Chen, Journalism; Ward Lyles, Urban Planning

We will explore: 1. challenges and opportunities that arise when teaching students from outside the US alongside domestic students, 2. cultural perspectives that may help instructors better understand and engage international students, and 3. specific strategies that instructors have tried (or considered trying) to better engage and ensure the success of international students. At the end of the session, participants should have an enhanced conceptual overview of the range of factors that can influence teaching international students. Participants should also walk away with multiple specific strategies, techniques, and/or tools that they can immediately begin to experiment with in their own classes.

- M. Designing an ePortfolio to Assess Progression in Clinical Competencies** Wescoe 4008

Chito Belchez and Alyson Luckenbach, Nursing; Nellie Modares and Lauren Mathiott, Teaching & Learning Technology

Clinical experience provides opportunities for nursing students to build reasoning, management, and evaluation skills. Clinical immersion allows nursing students to integrate prior learning in the role of baccalaureate generalist nurse as provider of care. During clinical immersion, students learn how to evaluate client changes and progress and develop a beginning clinical competency and proficiency in delivering safe patient care (AACN, 2008). Assessment of nursing student's clinical competencies requires standardized structure and processes. Using an ePortfolio to assess clinical competency and track progression can provide a platform for both student and instructor to monitor development.

10:55–11:35 BREAKOUT SESSIONS II

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

- D. Transforming Departmental Teaching: Collaborative Redesign Wescoe 4041
- E. Bringing ADN and BSN Pre-licensure Education Together at Last Wescoe 4007
- F. Teaching Online: How Do I Start? Wescoe 4067
- G. Using Student Reflection to Enhance Learning Experiences Wescoe 4018
- H. Writing Fellows as Student Support in Graduate Courses Wescoe 4012
- I. Join the Conversation: Methods to Draw Students into Scholarly Dialogues Wescoe 4043

These sessions are new during Breakout II; those marked * will be offered only once:

- *N. GENERATE—Inclusive Class Design: Active Learning and Students with Disabilities** Wescoe 4035
Andrea Greenhoot, CTE/Psychology
This session focuses on the question of how to design and implement learning activities, assignments, and assessments to be inclusive of students with disabilities, and effective and engaging for all. The goal is to identify ideas for ensuring equal access to learning when we adopt new or non-traditional approaches to instruction that involve active, collaborative, or experiential learning. We will consider: How do students with disabilities experience these approaches? What strategies for accommodation can improve learning for all students?
- *O. Laying the Groundwork for Difficult Discussions** Wescoe 4040
Marta Caminero-Santangelo, English; Nate Thomas, Diversity & Equity
This session will include information about setting a respectful and collaborative tone and setting ground rules for discussion, so that when difficult conversations happen, they can be productive learning experiences.
- P. Improving Learning for All Students through High Intensity, High Impact Practices** Wescoe 4051
Alma Clayton-Pedersen, AAC&U
Improving learning for all requires that we provide students coherent pathways through the complex maze of college, and facilitate learning by using effective educational practices. Research has identified high-impact practices that can produce student learning gains, yet the impact depends on the intensity of the implementation or “treatment” (Kuh, 2008; Swaner & Brownell, 2009). How can we be sure that adopting these “effective” or “high impact” practices will achieve the intended learning outcomes? This session will focus on practical ideas that faculty and instructors can implement in their courses to incorporate high-intensity, high-impact practices and support learning for all students.
- Q. 3-D Printing: An Emerging Tool in Universal Design for Learning** Wescoe 4033
Dan Hirmas, Geography; Sean Smith, Special Education
Have you ever seen 3-D printing and thought, how can I use that in my course? This session will focus on understanding 3-D printing as a potentially useful tool in the context of Universal Design for Learning. The discussion will center on how 3-D printing can be used to accommodate different ways that students learn by providing alternative means of representation, expression, and engagement in the classroom. We will share ideas for how this technology can be incorporated in a course across a variety of disciplines and ultimately be used to enhance student learning.
- R. High-Fidelity Simulation Situated in the Classroom: Bridging the Gap Between Classroom Learning and Clinical Judgment** Wescoe 4002
Laura Klenke-Borgmann, Nursing
The purpose of this session is to illustrate the use of high-fidelity simulation as a classroom teaching strategy. This strategy is used in hopes to increase nursing students' ability to critically think and apply information learned in the classroom to the "real world." High fidelity simulations can help bridge the gap between knowledge learned in the classroom and clinical judgment in clinical settings.
- S. Intuitive Online Course Design** Wescoe 4076
Kim Glover and Julie Loats, Center for Online & Distance Learning; Marilu Goodyear, Public Affairs & Administration
Based on the Quality Matters™ rubric, literature reviews on student-centered design, and usability studies, this session explores the online course template being used as a basis for many online programs and certificates at KU. This session will explore the different elements of the template and how they are designed to facilitate intuitive navigation through lessons helping students focus on content rather than structure and faculty on teaching.
- T. Integrating the KU Common Book into the Classroom: Multi-Disciplinary Approaches** Wescoe 4034
Howard Graham, First-Year Experience; Aaron Long, CTE/ English
This session will focus on ways that faculty can broaden the learning experiences of first-year students by integrating the Common Book into a variety of courses across the disciplines. The focus, then, will be on innovative approaches to teaching Ta-Nehisi Coates' *Between the World and Me*, with an emphasis on how the book—with its themes of race, inclusion, equity, and social justice—can be adapted across multiple disciplines and courses.

11:45–12:25 BREAKOUT SESSIONS III

These sessions will repeat during this time:

- P. Improving Learning for All Students through High Intensity, High Impact Practices Wescoe 4051
- Q. 3-D Printing: An Emerging Tool in Universal Design for Learning Wescoe 4033
- R. High-Fidelity Simulation Situated in the Classroom Wescoe 4002
- S. Intuitive Online Course Design Wescoe 4076
- T. Integrating the KU Common Book into the Classroom: Multi-Disciplinary Approaches Wescoe 4034

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

- J. Transfer Students, Adult Learners, & Working Professionals: The Edwards Student Wescoe 4023
- K. From Students to Scholars: Underrepresented Students and Undergraduate Research Wescoe 4040
- L. Engaging International Students and Enhancing Their Success Wescoe 4025
- M. Designing an ePortfolio to Assess Progression in Clinical Competencies Wescoe 4008

These sessions are new during Breakout III:

- U. GENERATE—Between the Academy and Me: Supporting Underrepresented Graduate Students** Wescoe 4041
Giselle Anatol, Marta Caminero-Santangelo, and Darren Canady, English
Diversity recruitment is important, but it is not enough; bringing underrepresented students to KU without offering mechanisms of support leaves these students feeling abandoned, alienated, and suspicious of their own futures in academic careers. How can we support underrepresented students after their arrival? What are best practices for mentoring of underrepresented students throughout their graduate careers? How can faculty set them up for future and continuous success? Facilitators will guide a conversation to generate action items for participants to share with their units.
- V. Honors Contracts: A Creative Way to Maximize Resources** Wescoe 4018
Martin Bergee, Music; Anne Dotter, Honors Program; Sarah Robins, Philosophy; John Younger, Classics
The individual Honors contract echoes ideals of Honors education by promoting an individual student's initiative, leadership, and self-directed learning. A new avenue for development launched this year in classes across the University are collective Honors contracts, which foster teamwork, creativity, research skills, leadership, oral communication, specific pre-professional skills and more, while furthering students' learning in their non-Honors class. This session will allow faculty to engage in dialogue with a panel of their peers who have experience with one, or both, of these Honors contracts. This session is envisioned as a space to start work-shopping your Fall class' possible Honors options.
- W. Do You Like CATs? Using Classroom Assessment Techniques to Improve Classroom Climate and Student Learning** Wescoe 4067
Becci Akin and Juliana Carlson, Social Welfare
This session will introduce participants to the practice of Classroom Assessment Techniques (CATs), which are quick, ungraded, written assessments completed by students that can be used in any discipline. CATs, developed by Angelo and Cross, allow instructors to gage classroom climate and student learning, and identify specific teaching module effectiveness in a timely, low stakes way. Session participants will take away examples of ten standard CATs applicable to undergraduate and graduate level courses, and a CAT implementation plan to put this useful teaching strategy into place.
- X. HELP! My Student Is in Crisis: Partnering with Student Affairs to Address Students of Concern and Their Needs** Wescoe 4012
Robert Elliott, English; Jennifer Wamelink and Lance Watson, Student Affairs
In this session, we will discuss the role of the Student of Concern Review Team and how it assists faculty when they face difficult situations with a student. This presentation will consist of faculty who have partnered with SCRT in the past discussing their experiences working with the team and members of the team sharing how we assist faculty in managing concerning behaviors and assisting students in getting the support they need.

12:30–1:00 LUNCH DIALOGUES

4th floor Wescoe hallway

Pick up a box lunch from tables at the west end of the 4th floor, then join an academic leader to talk about teaching in your unit, or talk with the Summit keynote presenter:

Lawrence Campus — <i>Neeli Bendapudi</i>	Wescoe 4033
College of Liberal Arts & Sciences — <i>Carl Lejuez</i>	Wescoe 4034
Medical Center — <i>Nelda Godfrey</i>	Wescoe 4035
School of Education — <i>Rick Ginsberg</i>	Wescoe 4040
School of Engineering — <i>Lorin Maletsky</i>	Wescoe 4041
Keynote — <i>Alma Clayton-Pedersen, Andrea Greenhoot</i>	Wescoe 4043

Thanks to the Center for Civic and Social Responsibility, The Commons, IT Client Consulting, KU Libraries, Lied Center, McNair Scholars Program, Spencer Museum of Art, Undergraduate Research, and the Writing Center for participating in the Info Fair.

BREAKOUTS SUMMARY

<u>Room</u>	<u>Breakout I: 10:05–10:45</u>	<u>Breakout II: 10:55–11:35</u>	<u>Breakout III: 11:45–12:25</u>
4002	C. Social Justice thru SL	R. High-Fidelity Simulation	R. High-Fidelity Simulation
4007	E. Bridging ADN and BSN	E. Bridging ADN and BSN	
4008	M. ePortfolio for Progression		M. ePortfolio for Progression
4012	H. Writing Fellows in Grad Crs	H. Writing Fellows in Grad Crs	X. Student in Crisis
4018	G. Using Student Reflection	G. Using Student Reflection	V. Honors Contracts
4023	J. The Edwards Student		J. The Edwards Student
4025	L. Engaging Internationals		L. Engaging Internationals
4033		Q. 3D Printing: Tool in UDL	Q. 3D Printing: Tool in UDL
4034	B. Inclusive Teaching & OER	T. Integrating Common Book	T. Integrating Common Book
4035	A. Resources for Internationals	N. Inclusive Class Design	
4040	K. Undergraduate Research	O. Difficult Discussions	K. Undergraduate Research
4041	D. Departmental Teaching	D. Departmental Teaching	U. Underrep. Graduate Students
4043	I. Scholarly Dialogues	I. Scholarly Dialogues	
4051		P. HI-HIPS	P. HI-HIPS
4067	F. Starting Online Teaching	F. Starting Online Teaching	W. Do You Like CATs?
4076		S. Intuitive Online Crs Design	S. Intuitive Online Crs Design

Please complete an evaluation form at <https://cte.ku.edu/ku-summit-2016-evaluations>. We'll send you a reminder about it early next week. Your feedback about the conference is valued; we carefully consider your suggestions and comments when we plan each Summit. Thank you!