

KU Summit 2002: Making the Most of the Times

Lawrence Campus
August 20, 2002

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

Program

8:00-8:30	Registration	Northwest Budig entrance
8:30-8:40	Welcome <i>David Shulenburger, Provost</i> <i>Donald Hagen, Executive Vice Chancellor</i>	Budig 130
8:45-9:00	Saving Time: Shortcuts and Short Circuits <i>Dan Bernstein, CTE Director</i>	Budig 130
9:00-9:15	Department Teaching Award Presentations <i>Robert Hemenway, Chancellor</i>	Budig 130
9:20-9:40	Break Refreshments are available on the 4th floor of Wescoe, outside rooms 4044, 4047, 4060, and 4066.	
9:40-10:20	Breakout Sessions I Sessions A and B are offered only once; others will repeat as scheduled.	
	A. Interdisciplinary Teaching: Progress and Models (I only) <i>Mary Klayder, Honors Program; Jill Kubnheim, Spanish & Portuguese; Tony Rosenthal, History</i>	Wescoe 4011
	What models exist for successful interdisciplinary courses at KU and elsewhere? One key theme we'll explore is locating common ground for faculty involved in such courses and establishing what constitutes "work" in different disciplines as part of the planning process. We'll also update information on opportunities to acquire funding for course development and the changing curricular logistics of launching these courses.	
	B. All in Good Time: Electronic Resources for Communicating With Students (I only) <i>Jerree Catlin, Academic Computing; Susan Zvacek, Instructional Design and Support</i>	Wescoe 4051
	This presentation will include several ways technology applications can speed up the routine "administrivia" that consumes much of our potential teaching time. Advanced tech skills are not necessary to begin using many of these communication techniques!	

- C. **Keeping on Task in the Classroom (I & II)** Wescoe 4064
Rick Musser, Journalism; Rick Snyder, Psychology
A problem-sharing and problem-solving discussion that focuses on keeping students and teachers on task while maximizing attention and motivation. Facilitator Rick Musser applies his experience from a journalism perspective along with co-facilitator Rick Snyder, who calls on his psychology background and his research on hope.
- D. **Balancing Career and Life at KU (I & II)** Wescoe 4043
Kathleen Ames-Oliver and Keith Russell, Human Resources
This breakout session focuses on the challenges KU faculty face in meeting teaching, research, and service demands while also living a life beyond work. The facilitated discussion addresses strategies used by faculty at KU and other universities to balance multiple priorities and demands. Resources are identified that can help with the juggling.
- E. **Dealing with Plagiarism in 2002 (I & II)** Wescoe 4012
Michele Eodice, KU Writing Center; Eric Hanley, Sociology
The director of the KU Writing Center and a faculty member will lead a discussion on how digital plagiarism impacts our teaching. We will address the myths and the realities of digital plagiarism and demonstrate how the online digital plagiarism detection program, Turnitin.com, works to detect digital plagiarism.
- F. **Teaching Undergraduates in 2002: The Millennial Generation and the World They Live In (I & II)** Wescoe 4049
Kathryn Tuttle, Freshman-Sophomore Advising Center
Is it true students entering college in 2002 are more confident, positive, and cooperative? Or are they disengaged, less literate, and less likely to study than previous generations? We'll discuss these contradictions and look at ways we can build on students' positive attributes to improve learning.
- G. **Teaching in an International Culture (I & II)** Wescoe 4022
Gerald Mikkelson, Slavic Languages & Literature; Bozenna Pasik-Duncan, Mathematics
Teaching in a culture other than your own is particularly challenging. The difficulties have to do with language (communicating with students whose native tongue is different than your own), with teaching methodologies and traditions (which may differ greatly from one country to another), and with approaches to the subject itself. Bozenna will speak about her experience making the transition from Poland to the United States, and Jerry will speak about his experiences teaching in Russia. Persons attending the session will be encouraged to contribute personal insights.
- H. **Creating a Positive, Professional Learning Environment (I & II)** Wescoe 4065
Fred Rodriguez, Education; Anita Wingate, Nursing
How can you create a learning environment in your classroom that benefits everyone? This session will suggest ways to enhance the teaching and learning environment for both the students and the teacher. Presenters and participants will engage in a discussion of common practices and policies that are effective in establishing a friendly, academically rich and supportive learning environment for both the instructor and the students.
- I. **Integrating Library Research Into Classroom Teaching (I & II)** Wescoe 4059
Lea Currie and Frances Devlin, KU Libraries
Collaboration between KU faculty and librarians has proven to be beneficial to students. With the help of a librarian, faculty are able to design assignments using the library to improve students' research skills, thus improving their grades on papers and exams. This session will introduce faculty to the KU Libraries Instruction Program and how our staff can help develop and improve your students' research skills.

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- J. **Facilitating Discussion in a Technical Class: Getting More Than Just the “Right” Answer (I & II)** Wescoe 4075
Alice Bean, Physics & Astronomy; Marylee Southard, Chemical & Petroleum Engineering
We will focus on how to get students more plugged in to science/engineering classes by having them participate more both in and out of the lecture session. Some approaches will be described and used for comment and discussion. These techniques include: group learning exercises, online homework, critical analysis in short projects, use of real data from field trips, and warm-up exercises. Come prepared to discuss your experiences.
- K. **E-pedagogy: Paradigm Shift Yet to Happen (I & II)** Budig 135
Satya Mandal, Mathematics
We will consider e-pedagogy as an alternative to traditional in-class instruction. E-commerce has become an essential arm in the corporate sector. In contract, educators have failed to develop e-pedagogy as a serious component in college education or as an alternative to traditional in-class instruction. We will talk about reasons for this failure and opportunities ahead.
- L. **The Synergy of Scholarship: Balancing Teaching and Research (I & III)** Wescoe 4044
Shannon Campbell, Journalism; Tom Heilke, Political Science
This session is designed as a practical discussion session. Participants will discuss effective strategies for incorporating research into course material and time management strategies. In addition, this session will demonstrate ways University professors from various disciplines (including professional) can incorporate research into their academic lives in meaningful ways.
- M. **Keeping Students Engaged With Active Learning (I & III)** Wescoe 4062
Sandra Albrecht, Sociology; George Semb, Human Development & Family Life
Active learning is one of the best ways to keep your students interested in a course and motivated to learn. In this session, we'll discuss the pros and cons of various active learning techniques, including frequent quizzes, pop quizzes, feedback lectures, and varying presentation modalities.
- N. **The Expanding Classroom: Dealing With More Students in Our Courses (I & III)** Wescoe 4045
Andy Borovik, Chemistry; Don Steeples, Chemistry
Large classes that are a fundamental part of a student's educational foundation (chemistry, biology, etc.) might be approached differently than window-dressing electives such as “Earthquakes and Natural Disasters.” With Internet options for learning available, regularly attending window-dressing courses may not be as important as it used to be, whereas attendance may still be an important part of the educational process in fundamental courses. Optional attendance can assist in classroom management, but providing meaningful individual feedback to hundreds of students in any course remains a challenge.
- O. **Making the Most of Classroom Discussions (I & III)** Session 1—Wescoe 4047
Kathryn Conrad, English; Tara Welch, Classics Session 3—Wescoe 4049
Do you want your students to be more engaged with the course material? This session explores ways to generate and moderate successful classroom discussion. We will talk about building a classroom atmosphere that fosters discussion and offer some tips on how to jump-start a discussion on any given day.

- P. **Less Is More? (I & III)** Session 1—Wescoc 4037
Phil Baringer, Physics & Astronomy Session 3—Wescoc 4022
 There is time to cover only so much material in a course. Should one try to expose the students to as many topics as possible or go into more depth on a few carefully selected topics? In introductory survey courses this problem can be especially acute, but it may also be an issue in higher level courses. Please bring your perspectives and experiences to the discussion.
- Q. **Students Who Work—Implications for the Classroom (I & III)** Session 1—Wescoc 4046
Tom Mulinazzi, CEA Engineering; Liz Topp, Pharmaceutical Chemistry Session 3—Wescoc 4043
 Students who work during the academic term shoulder an extra burden, and may bring its effects into the classroom. This breakout session will review (briefly and painlessly) statistics on students who work, the famous Mulinazzi rule for student employment, and presenters' thoughts on accommodating working students in the classroom. Input from participants will be welcomed.
- R. **Professional Relations Between GTAs and Instructors (I & III)** Session 1—Wescoc 4060
Jack Landgrebe, Chemistry; Carmen Taleghani-Nikazm, German Session 3—Wescoc 4064
 Working with GTAs can raise many questions, such as these: How do you handle disagreements between the instructor and a GTA? What if a GTA changes the syllabus after the semester has begun? What should be done if a GTA criticizes an instructor publicly? How do you maintain consistent and fair grading standards among GTAs in your course? In this session, we'll discuss effective strategies for supervising GTAs.
- S. **Difficult Students & Students With Difficulties: Possible Responses & Resources (I & III)** Session 1—Wescoc 4063
Pam Gordon, Classics; Lorna Zimmer, Services for Students with Disabilities Session 3—Wescoc 4065
 The University can be baffling to students. Student attitudes or behaviors can challenge faculty and staff. How should we respond? When is timing most crucial? This session will be a discussion of experiences and possible responses. Resource handouts included.
- T. **University in the Art Museum: Enhancing Your Teaching With Art (I & III)** Session 1—Wescoc 4050
Dennis Christilles, Theatre & Film; Pat Villeneuve, Spencer Museum of Art Session 3—Wescoc 4059
 The University in the Art Museum program, sponsored by the Spencer Museum of Art, assists faculty across disciplines with using museum objects to enhance their teaching. The program director and a professor from Theatre & Film will share several successful examples, from extra-credit assignments to dedicated exhibitions, used by faculty ranging from Teaching and Leadership to Pharmacy Practice.

10:30–11:10 **Breakout Sessions II**
 Sessions C–K repeat in II. Session U, in II, is offered only once. (Sessions L–T and V–DD will repeat in III.) These sessions are new in II and III:

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- U. **Three Functions of Grading: Are They Compatible? (II only)** Wescoc 4045
Dan Bernstein, Center for Teaching Excellence
 Traditionally grading has served to *certify* foundational understanding, *motivate* student effort, and *differentiate* advanced and moderate levels of achievement, but there are tensions among these missions. This session will lead an exploration of the conflicting purposes of grading and how they fit into a complex curriculum.

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- V. **Teaching Graduate Seminars (II & III)** Wescoe 4037
Robert Rowland, Communication Studies; Carol Smith, Nursing
The meaning of seminar courses will be discussed along with strategies for facilitating students' participation. Ideas for learning assignments used in seminars will be presented.
- W. **Saving Time With Technology (II & III)** Wescoe 4051
Sandra Bergquist, Sharon Kumm, and Susan Parker, Nursing
The panel will discuss implementation of a faculty-generated, computer-graded testing program designed to provide immediate student feedback and to decrease faculty grading time. Discussion will include development process, implementation, and implications for future use.
- X. **Time-Efficient Ways to Evaluate Student Writing (II & III)** Wescoe 4046
Emily Donnelly, KU Writing Center
This workshop will help participants develop a variety of evaluation strategies tailored to the goals and purposes of writing in their courses. Several evaluation methods—including minimal marking, rubrics, self-evaluation, and writing conferences—will be discussed in terms of student learning objectives and instructor time commitment. Participants are encouraged to share their advice, experience, and successful evaluation strategies.
- Y. **Post-9/11: Lessons & Choices (II & III)** Session 2—Wescoe 4062
Heather Frost, Counseling & Psychological Services; Session 3—Wescoe 4075
Laura Lorson, KANU
In this session, we'll discuss the role faculty can play in helping students make choices in the aftermath of 9/11. What media input should we accept or challenge in order to make sense of the events? How can we evaluate priorities and attitudes that can guide our actions as citizens of our communities and the world? Can we choose action over apathy, hope over despair?
- Z. **Mentoring Undergraduate Students (II & III)** Wescoe 4060
Barbara Schowen, University Honors Program
A mentoring relationship implies a more extensive and more intensive involvement than a typical advising relationship. What is a mentor? Why become one? What are the benefits to the mentor and the student? In this session we will discuss the characteristics of a good mentoring relationship, and how and why such a relationship might be established.
- AA. **Teaching a Diverse Student Population (II & III)** Wescoe 4011
Renate Mai-Dalton, Business; Cornel Pewewardy, Teaching & Leadership
As our population becomes increasingly diverse, so do our students. How does our teaching differ in a culturally diverse classroom? What factors should we take into consideration? How do we create a supportive environment for all students?
- BB. **The Art of Studio Teaching (II & III)** Wescoe 4050
Tanya Hartman, Art; Scott Watson, Music & Dance
Teaching in a studio places special demands on instructors. In this session, we'll discuss what some of these challenges are and the best ways we can meet them.
- CC. **Teaching With Data: Classroom Experiences & ADRSA (II & III)** Wescoe 4047
Phil Schrodt, Political Science; Susan Stagg-Williams, Chemical & Petroleum Engineering; Beth Warner, ADRSA Coordinator
Join your colleagues in discussing the ups and downs of data use in the classroom. Learn more about the Academic Data Research Services Alliance (<http://www.ku.edu/adrsa>) and services available to enhance student access and use of data.

DD. Mid-Course Corrections: Opportunities for Enhancing Teaching as the Semester Progresses (II & III)

Wescoe 4063

Chris Haufler and Val Smith, Ecology & Evolutionary Biology

Obtaining and using feedback from your students is an essential component of good teaching. In this session we will discuss a wide range of topics related to getting and using this feedback. These topics will include, but will not be limited to, the types of mechanisms that might be used (oral, hand-written, web-based); the timing of feedback requests during the summer; the important issue of student anonymity; and other potential methods for raising the quality of teaching (peer observation, video taping).

11:20-12:00

Breakout Sessions III

Sessions L-T and V-DD repeat. Note that some rooms change for session 3.

12:10-12:30

Wrap-up, evaluations, and door prizes

Budig 130

Since the Wescoe auditoriums are being renovated, we'll be back in Budig for our wrap-up session.

Must be present to win door prizes—many items will be given away!

12:30-1:30

Lunch

Wescoe Terrace

We would like to thank the following businesses for donating door prizes: Applebee's, Centergystic, Chili's, Glory Days Pizza, KU Bookstore, Pizzeria Uno, Sav-On Office Supplies, University Book Shop, and Yello Sub.

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