

# KU Summit 2003: The Engaged Learner

August 19, 2003

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

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## Program

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8:00–8:30	<b>Registration</b> Continental breakfast served in CTE, room 135, until 8:20 a.m.	Northwest Budig entrance
8:30–8:40	<b>Welcome</b> <i>David Shulenburg, Provost</i> <i>Donald Hagen, Executive Vice Chancellor</i>	Budig 130
8:40–9:00	<b>Surviving in the Classroom: How to Not Get Voted Off the Island</b> <i>Rick Kellerman, Chair of Family and Community Medicine,</i> <i>KU Medical Center-Wichita</i>	Budig 130
9:00–9:15	<b>Department Teaching Award Presentation</b> <i>Robert Hemenway, Chancellor</i>	Budig 130
9:20–9:40	<b>Break</b> Refreshments are available on the 4th floor of Wescoe outside rooms 4044, 4047, 4060, and 4067.	

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9:40–10:20	<b>Breakout Sessions I</b> Sessions A through E are offered only once; others will repeat as scheduled.	
A.	<b>Teaching at KU—Lawrence campus (I only)</b> <i>David Shulenburg, Provost</i> Provost Shulenburg will facilitate an open exchange of ideas about teaching at KU for faculty members on the Lawrence campus.	Wescoe 4035
B.	<b>Teaching at KU—Medical Center (I only)</b> <i>Donald Hagen, Executive Vice Chancellor</i> Executive Vice Chancellor Hagen will facilitate a similar open exchange of ideas about teaching at KU for faculty members at the Medical Center.	Wescoe 4058
C.	<b>Department Chairs as Teachers and Evaluators of Teaching (I only)</b> <i>John Ferraro, Hearing and Speech</i> Chairing a department is among the most demanding jobs in a university. We are expected to perform our roles as teachers, researchers, and (especially with reference to the KUMC) clinicians, with the additional burdens associated with administering a department. This workshop will engage chairs on how these various roles are accomplished, with particular emphasis on teaching.	Wescoe 4062

- D. **Using Technology to Facilitate Active Learning** (I only) Wescoe 4046  
*Adolfo Matamoros, CEA Engineering; Tracy Russo, Communication Studies*  
In this session, we'll discuss ways to use technology to encourage active learning, based on the facilitators' experiences teaching engineering and communication studies courses. Among the activities that will be shown are automated quizzes, computer simulations, and "Water Cooler" discussions via BlackBoard.
- E. **SEEDS: Using Technology to Engage Students & Increase Their Learning** (I only) Wescoe 4021  
*Katherine Fletcher & Judy Warren, Nursing*  
SEEDS provides teaching and learning tools to assist nursing students to develop competencies for full participation in the information age. The impetus for this project came from the Institute of Medicine's report on quality, error, and waste in the US healthcare system. This presentation will discuss partnership agreements, adapting business technology for learning, classroom strategies, and outcomes of the project.
- F. **Facilitating Students' Civic Engagement** Wescoe 4050  
*Barbara Ballard, Office of Student Success; Bill Carswell, Architecture*  
These facilitators will lead a discussion of civic literacy and the role that universities can play in engendering civic engagement in college students. They also will present the KU Civic Literacy Committee's recommendations for initiatives that will develop an engaged and effective student body at KU.
- G. **No Sleeping in My Classes: Techniques to Promote Active Learning in Large Classes** Wescoe 4012  
*Bob Klein, KUMC Academic Affairs; Anne Walling, KUMC Faculty Development*  
Active learning is associated with improved understanding, recall, and application of information, but large classes are usually structured to enhance teacher control of the session and passive learning by students. The facilitators will review several methods to incorporate active learning in large classes and describe their experiences with two different techniques in classes of 175 students.
- H. **Problem-Solving in Science and Engineering Courses** Wescoe 4049  
*Julie Campbell, Ecology & Evolutionary Biology; Richard Hale, Aerospace Engineering*  
Problem-solving is an evaluative tool in science and engineering courses. In this session, we'll discuss ways to engage students in the problem solving process so that exercises are more instructive and enable demonstration of higher cognitive processes. Selection of representative domain relevant problems and evaluation of both process and result will also be addressed.
- I. **Changing Students' Expectations** Wescoe 4057  
*Sharon Bass, Journalism; Alice Carrott, KUMC Student Counseling & Education Support Services*  
In this session, we'll discuss various facets of the faculty-student relationship, particularly the concept of faculty as facilitators of learning vs. disseminators of information. We'll also consider how to engage students to actively participate in gaining knowledge and how to encourage them to think outside their scope to be successful in the college classroom.
- J. **Engaging International Students in the Classroom** Wescoe 4059  
*Bob Hohm, Psychology & Research in Education; Bozenna Pasik-Duncan, Mathematics*  
Different approaches to international students' adjustment to the American classroom will be discussed. We'll focus on these questions: Does it make a difference if an instructor is an international scholar? Does it matter if he/she comes from the same or similar culture? Several illustrative examples of methods for engaging international students will be provided. Participants will be encouraged (expected, actually!) to share their experiences.
- K. **Discussion Group Participation and Student Leadership** Wescoe 4060  
*Paul Friedman, Communication Studies; John Rinnert, Instructional Development & Support*  
Use former student discussion leaders to prepare new ones. Get group discussion participants and leaders off to a good start with a videotape of edited interviews of students and instructors from a past semester recalling what worked best for them and advising newcomers on how to make the most of the discussion experience. We will watch one such videotape and explore how the format can work for you.

## L. Civility in the Classroom

Wescoe 4047

*Kathleen Ames-Oliver, Terry Proctor, & Keith Russell, Human Resources Professional Development*

Civility is a topic receiving increased attention on many campuses, and KU is no exception. This session will focus on the types of civility issues that are encountered in our classrooms and proven strategies that can keep those issues from disrupting the learning experience. Resources on the topic will be shared.

## M. Digital Teaching and Scholarship: Preparing Future Faculty

Wescoe 4022

*Richard Fyffe and Beth Warner, KU Libraries*

There is growing recognition nationally that graduate students may be more successful securing teaching positions and becoming effective teachers and scholars if their graduate programs include formal preparation for life in the contemporary academy. This breakout session will explore opportunities at KU for creating a program on Digital Teaching and Scholarship for graduate students. Would this be a valuable undertaking? What administrative or curricular structures would best meet its goals? Which departments and groups should be involved? Join us to explore these issues and develop potential approaches.

10:20–11:20

## Resources for Faculty: Poster Sessions

Wescoe 4063 & 4064

During the breaks and Breakout II, 12 offices will provide information about how they can support faculty on the Lawrence campus, Edwards campus, and KU Medical Center. Stop by and talk with these representatives:

### Academic Computing Services—Sarah Kanning

Academic Computing Services offers KU faculty, staff, and students technological tools and related help and training for research, teaching, and learning. ACS provides email, web, and research computing services to members of the KU community and maintains the KU web site. ACS also provides training, consultation, and troubleshooting on office productivity software (such as Microsoft Office applications), web authoring, virus protection/security, data/statistical analysis, and more to the KU community. Contact: Sarah Kanning (864-0467 or [kanning@ku.edu](mailto:kanning@ku.edu)) or visit [www.ku.edu/acs](http://www.ku.edu/acs).

### Center for Teaching Excellence—Judy Eddy

The Center for Teaching Excellence supports teachers in various ways, depending on your interests. Would you like to talk to other faculty about facets of the intellectual work you do in teaching? Join us for a Teaching Tea or Lunch & Conversation session. Want to learn more about teaching in higher education? Visit our library to check out a book or videotape, or visit our web site at [www.ku.edu/~cte](http://www.ku.edu/~cte). Like to just talk to someone about your teaching? Schedule an individual appointment. Contact: Dan Bernstein (864-4193 or [djb@ku.edu](mailto:djb@ku.edu)) or Judy Eddy (864-4100 or [jeddy@ku.edu](mailto:jeddy@ku.edu)).

### Counseling & Psychological Services—Nancy Espinosa and John Wade

As a faculty member, you may be approached by students about their personal problems, or you may become aware of a student's serious emotional problems through assignments that they turn in. In these situations, you can use Counseling and Psychological Services as a resource. CAPS staff are available to discuss suggestions for dealing with issues such as warning signs, when a student should seek professional help, and how to refer a student who does need help. Contact: CAPS at 864-2277 or visit [www.caps.ku.edu](http://www.caps.ku.edu).

### Edwards Campus—Sarah Ngoh

The Edwards Campus administrative team supports KU faculty in teaching the KU student in Kansas City. Faculty who wish to enhance the impact of their teaching by using technology can also receive assistance from the Edwards Campus I.T. group. In addition to providing excellent classroom technology support for faculty, this group has significant experience with developing instructional content for delivery in a host of formats including online. Contact: Sarah Ngoh (864-8437 or [syoung@ku.edu](mailto:syoung@ku.edu)), or visit [edwardscampus.ku.edu/help](http://edwardscampus.ku.edu/help).

### Instructional Development & Support—Susan Zvacek

IDS assists faculty with any instructional technology project, large or small. Want to put course materials on the Internet, engage students in a Web-based discussion forum, or set up a series of online practice quizzes to help students get ready for an exam? Or maybe you've always needed just that one short video clip to illustrate an important concept but can't find it commercially. We can help! Contact: Susan Zvacek (864-2600 or [ids@ku.edu](mailto:ids@ku.edu)) or visit [www.ku.edu/~ids](http://www.ku.edu/~ids).

## KU Libraries—Stella Bentley and Karen Cole

KU Libraries—including those on the main campus in Lawrence, Edwards campus in Overland Park, and KU Med Campus in Kansas City—provide a broad range of services and support to faculty in their teaching and research. Information specialists (librarians) are responsible for working with departments in the purchase and review of research materials in support of teaching and research and providing instruction with faculty for students in how to effectively use the library for research. Other services you can learn about include interlibrary loan and the “new” KU Digital Library. Contact: Stella Bentley (864-4711 or [bentley@ku.edu](mailto:bentley@ku.edu)) or Karen Cole (588-7300 or [kcole@kumc.edu](mailto:kcole@kumc.edu)).

## KU Libraries Instruction Program—Lea Currie

The KU Libraries support the research and teaching of faculty, students, and staff in the university community by offering collections and services to meet the needs of this constituency. Library staff will be available to talk to faculty attending the Summit about Electronic Reserves, Enhanced Document Delivery, KU Libraries’ Instruction Program, GIS and Numeric Data Services, and many other resources and services available to support teaching and research needs. Contact Lea Currie (864-8997 or [lcurrie@ku.edu](mailto:lcurrie@ku.edu)) or visit [www.lib.ku.edu](http://www.lib.ku.edu).

## Multicultural Resource Center—Santos Nunez

The Office of Multicultural Affairs works with members of the university’s various communities to address and develop specific programs to help our students succeed in their college experience. The Multicultural Resource Center serves as a primary resource for developing cultural sensitivity through the curriculum and other academic programs. Contact: Santos Nunez (864-4350 or [snunez@ku.edu](mailto:snunez@ku.edu)).

## NetLearning—Mark Van Gorp

NetLearning is a team of KUMC developers and designers dedicated to support faculty teaching, student learning, and staff training initiatives. This team primarily assists faculty and staff in building Web and multimedia supported educational environments; and in improving teaching, learning, and training. Contact: Mark Van Gorp (588-3678 or [mvangorp@kumc.edu](mailto:mvangorp@kumc.edu)) or NetLearning (588-7107 or [netlearning@kumc.edu](mailto:netlearning@kumc.edu)), or visit [www2.kumc.edu/netlearning](http://www2.kumc.edu/netlearning).

## Services for Students with Disabilities—Kim Bates, Melissa Manning, Mary Ann Rasnak, Andrew Shoemaker

Services for Students with Disabilities in 22 Strong Hall works to assure every student equal opportunity and access to a successful academic experience. For students who identify themselves to us as having a disability, we review their confidential medical/psychological documentation, discuss appropriate accommodations for each class, and help them communicate with faculty to insure accommodations are provided. We assist faculty in providing those accommodations when necessary. Contact: Mary Ann Rasnak (864-2620 or [mrasmak@ku.edu](mailto:mrasmak@ku.edu)) or visit [www.ku.edu/~ssdis](http://www.ku.edu/~ssdis).

## Student Development Center—Marshall Jackson, Mary Ann Rasnak, and Kristin Scott

The Student Development Center in 22 Strong Hall supports the classroom experiences of students and faculty in two primary ways. First, we provide academic assistance to students in the forms of course-specific tutoring services, academic success workshops, and individual consultations about college learning strategies. Second, we facilitate communication between faculty and students who may be involved in difficult situations or personal or family crisis. Contact: Mary Ann Rasnak (864-2620 or [mrasmak@ku.edu](mailto:mrasmak@ku.edu)) or visit [www.ku.edu/~develop](http://www.ku.edu/~develop).

## Writing Center—Emily Donnelly and Michele Eodice

The KU Writing Center is a university-wide writing support service for faculty, students, and staff. We work with writers from all levels and disciplines and also assist faculty in designing assignments, facilitating peer review groups in classes, and preparing their own scholarly writing. The Writer’s Roosts are the student writing centers located around campus. We ask you to encourage—but not require—student visits to these Writer’s Roosts. We’ve developed an extensive online site for writing resources, too. Contact: Michele Eodice (864-2399 or [michele@ku.edu](mailto:michele@ku.edu)) or visit [www.writing.ku.edu](http://www.writing.ku.edu).

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10:30–11:10

### Breakout Sessions II

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

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| F. Facilitating Students’ Civic Engagement   | Wescoc 4050 |
| G. No Sleeping in My Classes: Techniques to Promote Active Learning in Large Classes | Wescoc 4012 |
| H. Problem-Solving in Science and Engineering Courses                                | Wescoc 4049 |

These sessions are new during Breakout II:

- N. Shortcuts for New Faculty** Wescoe 4062  
*Bruce Frey, Psychology & Research in Education; Stacey White, Urban Planning*  
Worried that there will never be enough hours in the day? You are not alone! Facilitators in this session will discuss their initial concerns about teaching new classes, and will offer some time-saving tips to get your classes off to a good start.
- O. Using Student Response Systems to Engage Students in Active Learning** Wescoe 4051  
*Larry Davidow, Pharmacy Practice; Steve Shawl, Physics & Astronomy*  
In this session, we'll discuss the ways student involvement in class, and the level of learning itself, can increase through the use of an interactive student response system. While the facilitators are both scientists, the presentation is meant for teachers in all disciplines. A working response system will be available for a hands-on demonstration.
- P. Inclusive Teaching—Enriching Experiences for All Students** Wescoe 4046  
*JoEllen Greischar-Billiard & Anita Wingate, Nursing*  
Inclusive teaching means no learner is left behind. Recognizing the variety of learning styles represented in any group of students, the facilitators of this session will suggest a variety of strategies intended to enrich the learning of all students, regardless of their background. There will be opportunity to discuss which strategies work well, which ones don't always work well, and why.
- Q. Active Learning Assignments for Web-Based Courses** Wescoe 4011  
*Wanda Bonnell & Karen Wambach, Nursing*  
This session provides a brief introduction to constructivist learning theory as a basis for developing active learning assignments on the Web. Examples such as virtual tours, scavenger hunts, and web-based discussion activities will be shared. Opportunities for group discussion will be provided.
- R. Engaging Students in Discussion** Wescoe 4058  
*Bob Basow, Journalism; Kathryn Conrad, English; Deborah Gerner, Political Science*  
How do we get students to talk in our classrooms? Why bother? This session will explore practical strategies for getting students to engage in class discussion as well as some of the philosophies behind discussion-based learning.
- S. Competency-Based Education** Wescoe 4065  
*Giulia Bonaminio, Medical Education; Glen Cox, KUMC Academic & Educational Affairs*  
Does "A"=competence? Should "A"=competence? Do you know if your students are competent when they finish your course? What does competence mean in your academic setting? After defining and describing the parameters of competency-based education, we'll ask participants to develop and discuss a competency-based model for their own course.
- T. Service-Learning in the Humanities and Professional Schools** Wescoe 4021  
*Frank Farmer, English; Eldonna Sylvia, Nursing*  
What can service-learning do for students and faculty? How can it promote interdisciplinarity and foster writing in the disciplines? If you're new to service-learning, we'll have materials available for you. We'll also have bibliographic handouts on books, articles, materials, and useful web sites for those experienced with this form of learning.
- U. I Can't Engage Them If They're Not Here: Ways to Improve Student Attendance** Wescoe 4035  
*Dan Bernstein, Center for Teaching Excellence*  
Under what conditions does going to class matter to students? What strategies do faculty use that typically discourage attendance? Which encourage attendance? In this session, we'll discuss these questions, as well as ways to create activities in class that promote student learning.

11:20–12:00	<b>Breakout Sessions III</b> Sessions N–U will repeat during this time. In addition, these sessions, first offered during Breakout I, will repeat at this time:	
I. <b>Changing Students’ Expectations</b>		Wescoe 4057
J. <b>Engaging International Students in the Classroom</b>		Wescoe 4059
K. <b>Discussion Group Participation and Student Leadership</b>		Wescoe 4060
L. <b>Civility in the Classroom</b>		Wescoe 4047
M. <b>Digital Teaching and Scholarship: Preparing Future Faculty</b>		Wescoe 4022

12:10–12:30	<b>Wrap-up, evaluations, and door prizes</b>	Wescoe 3139
12:30–1:30	<b>Lunch</b>	Wescoe Terrace

Thanks to Glory Days Pizza and the KU Bookstore for donating door prizes.

### 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>
4011		Q. Web-based Courses	Q. Web-based Courses
4012	G. No Sleeping	G. No Sleeping	
4021	E. SEEDS	T. Service-Learning	T. Service-Learning
4022	M. Digital Teaching		M. Digital Teaching
4035	A. Teaching—Lawrence	U. Student Attendance	U. Student Attendance
4046	D. Using Technology	P. Inclusive Teaching	P. Inclusive Teaching
4047	L. Civility		L. Civility
4049	H. Problem-Solving	H. Problem-Solving	
4050	F. Civic Engagement	F. Civic Engagement	
4051		O. Response Systems	O. Response Systems
4057	I. Changing Expectations		I. Changing Expectations
4058	B. Teaching—KUMC	R. Engaging in Discussion	R. Engaging in Discussion
4059	J. International Students		J. International Students
4060	K. Discussion Groups		K. Discussion Groups
4062	C. Department Chairs	N. New Faculty	N. New Faculty
4063		Resources for Faculty	
4064		Resources for Faculty	
4065		S. Competency-Based Ed.	S. Competency-Based Ed.