

KU Summit 2004

General Education: Establishing New Traditions of Learning

August 17, 2004

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

Program

8:00–8:30	Registration Continental breakfast served in CTE, room 135, until 8:20 a.m.	Northwest Budig entrance
8:30–8:40	Welcome <i>David Shulenburg, Provost</i> <i>Donald Hagen, Executive Vice Chancellor</i>	Budig 130
8:40–8:50	Department Teaching Award Presentation <i>Chris Haufler & Sharon Bass, CTE advisory board representatives</i> <i>Robert Hemenway, Chancellor</i>	Budig 130
8:50–9:20	Where Do We Go From Here? Re-envisioning KU's General Education Program <i>Kim Wilcox, College of Liberal Arts & Sciences</i> <i>Michael Vitevitch, Psychology</i> <i>Helen Connors, School of Nursing</i> <i>Susan Twombly, Teaching & Leadership</i>	Budig 130
9:20–9:35	Break Refreshments are available in Wescoe outside rooms 4044, 4047, 4060, and 4067.	

9:35–10:10 Breakout Sessions I

- A. **General Education: Core Skills** Wescoe 4059
Craig Huneke, Mathematics
The core skills of reading, writing, and numeracy are central to general education, as is the use of clear, effective language to communicate. In this breakout, we'll discuss where in the curriculum these skills are learned and practiced and consider ways to improve student learning.
- B. **General Education: Academic Knowledge Base** Wescoe 4012
Alice Bean, Physics & Astronomy
Knowledge in the fine arts, humanities, and social, natural and mathematical sciences provides an academic base that can be integrated across disciplines. In this session, we'll ask what that knowledge might be and examine ways we can best establish this foundation.

- C. General Education: Acquiring Information, Thinking Critically** Wescoe 4047
Susan Harris, English
 Enhancing the skills and knowledge needed to research, organize, evaluate, and apply new information and developing a spirit of critical inquiry and intellectual integrity are vital components of general education. We'll consider what issues have emerged in considering this portion of KU's program.
- D. General Education: The Value of Cultural and Civic Knowledge** Wescoe 4043
Ann Schofield, American Studies/Women's Studies
 In this session, we'll consider how we help students examine the impact of cultures on societies, and how general education integrates those with an understanding of civic issues from local through international levels.
- E. General Education: Curricular Coordination** Wescoe 4050
Susan Twombly, Teaching & Leadership
 This breakout session will focus on practical issues in the accomplishment of general education within the constraints of existing courses and resources.
- F. Assessing General Education** Wescoe 4067
Kathleen McCluskey-Fawcett, Provost's Office; Deborah Teeter, Institutional Research & Planning
 KU has a long-standing tradition of assessing its general education program. In this session, we'll review the methods we've used in the past and engage faculty in conversation about what we have learned about our students' general education.
- G. General Education and the Professional Schools** Wescoe 4045
Richard Hale, Aerospace Engineering
 The overall quality of a student's education is of importance to many constituents, ranging from business and other employers to the students themselves. In this session, we'll consider effective ways to integrate general education with the specialized education that professional schools provide.
- H. The Interactive Classroom: Socrates Is Satisfied** Wescoe 4051
David Pendergrass, Undergraduate Biology
 How can you use technology in a classroom so it's interactive, encouraging students to be active learners rather than passive recipients of information? In this session, we'll focus on practical suggestions for using such technologies.
- I. Incorporating Entrepreneurship in the Non-Business Classroom** Wescoe 4023
Elizabeth Friis, Mechanical Engineering; Jim Baxendale, Technology Transfer & Intellectual Property
 Entrepreneurship is the driving force by which new ideas, novel approaches, and advanced technologies are introduced into businesses—it's a way of approaching a problem with an open-ended yet realistic view of future possibilities. In this session, we'll discuss ways in which faculty can incorporate entrepreneurship into non-business courses. The new Multidisciplinary Entrepreneurship TLC will be discussed, as well.
- J. Keeping Our Promises: Can Our Graduates Do What We Say They Can Do?** Wescoe 4044
Giulia Bonaminio, Medical Education; Anne Walling, School of Medicine Faculty Development
 Discussion of tensions around verifying that graduates are prepared for residency and an enhanced level of responsibility for patient care; review the process of developing the clinical skills assessment (CSA) to compliment other assessments of students (e.g. exams), the selection of cases, preparation of the exam, quality control issues and use of the data generated. A videotape of a teaching case will be shown as an example of a CSA.
- K. How Well Does a Generalist Education Prepare Students for the Rigors of Graduate/Professional School?** Wescoe 4011
Sandy McCurdy, KU Medical Center Admissions Office; Garold Minns, School of Medicine-Wichita; and Rick Kellerman, Family & Community Medicine
 The session will be a discussion based on the expertise of the facilitators about the performance of undergraduates who are very generally prepared ("renaissance-style") and those who have narrower, targeted education (science majors, premed majors). Just the "pros and cons"—there will be no definitive answers.

L. **Technology and Student Collaboration**

Note location: BUDIG 6

Susan Zvacek, Instructional Development & Support

A new collaborative learning environment, carved out of what used to be part of the Budig PC lab, will provide an inviting atmosphere for groups of students to work together by offering wireless network access, comfortable seating, portable whiteboards, and other easily rearrangeable furniture. This session will discuss how this area can be used for student collaboration—whether in class or out.

The following session will be offered only once:

M. **Classroom Expectations**

Wescoe 4002

Marlesa Roney, Office of Student Success; Tony Rosenthal, History

Last spring, a CTE Lunch & Conversation session on civility in the classroom elicited the suggestion that a guide be developed, for distribution to students and faculty members, that would detail mutual expectations for behavior and the exercise of respect in the classroom in all directions. This breakout session will revolve around concrete ideas for inclusion in this new guide.

10:20–10:55

Breakout Sessions II

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

A. **General Education: Core Skills**

Wescoe 4059

C. **General Education: Acquiring Information, Thinking Critically**

Wescoe 4047

F. **Assessing General Education**

Wescoe 4067

H. **The Interactive Classroom: Socrates Is Satisfied**

Wescoe 4051

J. **Keeping Our Promises: Can Our Graduates Do What We Say They Can Do?**

Wescoe 4044

K. **How Well Does a Generalist Education Prepare Students for the Rigors of Graduate/Professional School?**

Wescoe 4011

L. **Technology and Student Collaboration**

Note location: BUDIG 6

These sessions are new during Breakout II:

N. **Balancing Act: Traditions of Great Learning & KU As a Leading Research University**

Wescoe 4050

Barbara Romzek, CLAS/Public Administration

From our beginnings, KU faculty members have had a deep commitment to students' liberal education. But the pressures we face today are much different than those faced by previous faculty members. How can we maintain our balance?

O. **Developing Students' Vision of General Education**

Wescoe 4023

Reva Friedman-Nimz, Teaching & Leadership

There is widespread support for a general education as a foundation for college students' learning. However, students often treat their general education courses as a necessary nuisance or as disparate pieces of information. The result is low student motivation and an attitude of marking time in these important courses. In this session, we'll focus on the ways we can use the general education courses we teach to take an active part in helping students create a general education vision that is a rich resource and a foundation for specialized learning. Air your concerns and generate strategies with other faculty members who teach core general education courses.

P. **Fostering Appropriate Attitudes & Behaviors Among Professional School Students**

Wescoe 4043

Bob Klein, School of Medicine

In this session, we'll begin by considering a generic case scenario that illustrates the need for overt instruction in this area. Then, we'll discuss specific examples of how the School of Medicine is threading professional attitudes and behaviors throughout the curriculum.

- Q. EDU Assessments: A Powerful Web-Based Tool** Wescoe 4012
JoAnn Browning, CEA Engineering; Craig Gerdes, Instructional Development & Support
 EDU is a new “plug-in” to BlackBoard that enables the development and delivery of self-scoring, highly-configurable assignments and tests. Come hear how one faculty member has used EDU to encourage mastery of reading assignments and how her students benefited. A representative from IDS will also be available to answer technical questions and explain how to get started using EDU in a BlackBoard course.
- R. Thematic Learning Communities: One Approach to Interdisciplinary Teaching** Wescoe 4045
Michael Vitevitch, Psychology
 A Thematic Learning Community is an educational environment comprised of first-year students who share a common interest, live together in the same residential hall, enroll in two (or more) courses that are thematically related, and attend a one-hour linking seminar. This session will provide additional information about this program, which is in its second year at KU, and highlight how this program can provide opportunities for interdisciplinary education at KU.

The following session will be offered only once:

- S. General Education: Connecting the Dots** Wescoe 4002
Dan Bernstein, CTE/Psychology
 The quality of being a generally educated person is not connected to any single body of information or to a fixed range of intellectual skills; rather an educated person reacts to new experiences from a broader context of knowledge and habits of mind. What does it take for that mental frame to emerge during an education made up of individual courses? This session will ask what experiences teachers use to help students connect the dots and embrace an educated perspective.

11:05–11:40

Breakout Sessions III

Sessions N–R will repeat during this time. Please note room changes in italics:

- N. Balancing Act: Traditions of Great Learning & KU As a Leading Research University** *Wescoe 4059*
- O. Developing Students’ Vision of General Education** *Wescoe 4011*
- P. Fostering Appropriate Attitudes & Behaviors Among Professional School Students** Wescoe 4043
- Q. EDU Assessments: A Powerful Web-Based Tool** Wescoe 4012
- R. Thematic Learning Communities: One Approach to Interdisciplinary Teaching** *Wescoe 4044*

In addition, these sessions, first offered in Breakout I, will repeat at this time. Room changes in italics:

- B. General Education: Academic Knowledge Base** *Wescoe 4047*
- D. General Education: The Value of Cultural and Civic Knowledge** *Wescoe 4050*
- E. General Education: Curricular Coordination** *Wescoe 4051*
- G. General Education and the Professional Schools** Wescoe 4045
- I. Incorporating Entrepreneurship in the Non-Business Classroom** Wescoe 4023

The following session will be offered only once:

- T. Central Dimensions of Teaching** Wescoe 4002
Dan Bernstein, CTE/Psychology
 Teaching is a multi-dimensional activity including content development, instructional design, evaluation of student understanding, and reflective planning of ongoing course changes. Yet evaluation of teaching is typically based only on one feature of teaching—student perception of in-class performance practices. This session will be a discussion of how we can expand our representations of the intellectual work in teaching to complement existing satisfaction surveys.

Information Fair

4th floor Wescoe hallways

During the breaks, 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

Contact: Sarah Kanning (864-0467 or kanning@ku.edu) or visit www.ku.edu/acs.

Counseling & Psychological Services

Contact: CAPS at 864-2277 or visit www.caps.ku.edu.

Edwards Campus

Contact: Mary Ryan (913-897-8409 or mryan@ku.edu), or visit edwardscampus.ku.edu/help.

Instructional Development & Support

Contact: Susan Zvacek (864-2600 or ids@ku.edu) or visit www.ku.edu/~ids.

KU Libraries

Contact: Stella Bentley (864-4711 or bentley@ku.edu) or Karen Cole (588-7300 or kcole@kumc.edu).

KU Libraries Instruction Program

Contact Lea Currie (864-8997 or lcurrie@ku.edu) or visit www.lib.ku.edu.

Lied Center

Contact: Barbara Bosche (864-2795 or bbosche@ku.edu).

Ombuds Office

Contact: Kellie Harmon at 864-7261 or kharmon@ku.edu.

Services for Students with Disabilities

Contact: Melissa Manning (864-2620 or manning@ku.edu) or visit www.ku.edu/~ssdis.

Student Development Center

Contact: Kristin Scott (864-4064 or ksscott@ku.edu) or visit www.ku.edu/~develop.

University Theatre

Contact: Linda Hope (864-3985 or lhope@ku.edu).

Writing Center

Contact: Michele Eodice (864-2399 or michele@ku.edu) or visit www.writing.ku.edu.

11:45–12:30

**Breakout session reports
Evaluations & door prizes**

Budig 130

12:30–1:00

Lunch

Wescoe Terrace

Special thanks to the KU Bookstore and KU Libraries for donating door prizes.

Breakouts Summary

<u>Room</u>	<u>Breakout I: 9:35–10:10</u>	<u>Breakout II: 10:20–10:55</u>	<u>Breakout III: 11:05–11:40</u>
4002	M. Classroom Expectations	S. GE: Connecting Dots	T. Central Dimensions
4011	K. Student Preparation	K. Student Preparation	O. Students' Vision of GE
4012	B. GE: Academic Knowledge	Q. EDU Assessments	Q. EDU Assessments
4023	I. Entrepreneurship	O. Students' Vision of GE	I. Entrepreneurship
4043	D. GE: Culture & Civic	P. Attitudes & Behavior	P. Attitudes & Behavior
4044	J. Keeping Promises	J. Keeping Promises	R. TLCs
4045	G. GE & Prof. Schools	R. TLCs	G. GE & Prof. Schools
4047	C. GE: Acquiring Info.	C. GE: Acquiring Info.	B. GE: Academic Knowledge
4050	E. GE: Curricular Coord.	N. Balancing Act	D. GE: Culture & Civic
4051	H. Interactive Classroom	H. Interactive Classroom	E. GE: Curricular Coord.
4059	A. GE: Core Skills	A. GE: Core Skills	N. Balancing Act
4067	F. Assessing GE	F. Assessing GE	
BUDIG 6	L. Tech. & Collaboration	L. Tech. & Collaboration	