

## KU Summit 2005

# I Know It When I See It: Detecting Quality in Teaching and Learning

August 16, 2005

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

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### Program

8:00–8:20	<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 Shulenburger, Provost</i> <i>Glen Cox, Vice Dean for Academic &amp; Educational Affairs</i>	Budig 130
8:40–8:50	<b>Department Teaching Award Presentation</b> <i>Sharon Bass &amp; Richard Hale, CTE advisory board representatives</i> <i>Robert Hemenway, Chancellor</i>	Budig 130
8:50–9:20	<b>Challenges in Generating and Detecting Quality in Student Work</b> <i>Richard Hale, Aerospace Engineering</i> <i>Eve Levin, History</i> <i>Scott Moser, Family &amp; Community Medicine</i> <i>Holly L. Storkel, Speech-Language-Hearing</i>	Budig 130
9:20–9:35	<b>Break</b> Refreshments are available in Wescoe outside rooms 4044, 4049, 4060, and 4069.	

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### 9:35–10:10 Breakout Sessions I

#### The first three sessions will be offered only once:

- A. Reducing Time to Degree to Four Years Wescoe 4076  
*David Shulenburger, Provost*  
In this session, we'll discuss the importance of students who are enrolled in four-year programs graduating in four years. We'll focus on the significant advantages that "Graduate in Four" has for students, parents, and the institution.
- B. The Physician Workforce in Kansas: Future Needs and Implications Wescoe 4058  
for the School of Medicine  
*Glen Cox, Vice Dean School of Medicine*  
Participants will discuss national trends in physician supply, workforce estimates for Kansas, variables affecting physician supply, trends in medical education, and implications for undergraduate preparation.

- C. Meeting the Needs of Non-native English Speaking International Students Wescoe 4040  
*Paul Markham, Teaching & Leadership*  
This presentation addresses commonly used teaching adaptations that have been proven successful with university-level non-native English speaking students. Faculty are sometimes unaware of how little listening comprehension many of these international students have during their first year in this country. Classroom adaptations that have proven worthwhile in facilitating successful learning experiences for these students will be discussed and demonstrated. Handouts will be provided that summarize these adaptive strategies.

**The following sessions will be repeated:**

- D. Identifying and Measuring Student Performance Wescoe 4041  
*Holly L. Storkel, Speech-Language-Hearing*  
This session will focus on identifying relevant learning outcomes for students. A series of questions and an example from the presenter's own teaching will be offered to help participants identify an outcome for one of their own courses. Next, the session will focus on designing complex authentic tasks to measure attainment of the identified learning outcome with application to each participant's chosen course. Finally, we will consider how to evaluate and share student performance.
- E. Concept Mapping as a Means to Illustrate Students' Critical Thinking Wescoe 4067  
*Tracy Russo, Communication Studies*  
This session will illustrate processes and outcomes of concept or construct mapping. Discussion will focus on how this technique may help students identify and specify relationships among concepts. Participants will have an opportunity to sketch an initial map for their own class, and the group will consider collectively how concept mapping may be useful as a process tool, in discussion, or in testing.
- F. Students in the Classroom and Community: Using Service-Learning as Pedagogy Wescoe 4062  
*Kim Warren, History*  
This session will provide an overview of service-learning and specific examples of the ways in which the pedagogy has been adopted in various disciplines. Participants will have the opportunity to discuss ways to connect students' classroom learning to community needs. Additionally, we will discuss the challenges and benefits of engaging students in service-learning projects, especially with regard to assignments, increasing students' learning levels, and coordinating logistics at students' volunteer sites.
- G. Can Boomers Teach Millennials? Wescoe 4071  
*Mary Leenerts & Kim Rock, School of Nursing*  
Participants in this session will develop an understanding of millennials as students, including an overview of factors shaping their attitudes and aptitudes and tips for teachers in relating to millennials. We'll also consider whether current educational resources (textbooks, reference materials) fit the needs and preferences of today's learners, and whether linear content will give way to simulations, games, and collaboration.
- H. Building Collaborative Targets Wescoe 4043  
*Scott Moser, Family & Community Medicine*  
We will examine several models of the mechanical steps necessary for groups to set quality standards of student performance and explore relational issues that are critical to developing faculty consensus. We will borrow from diverse fields including business, psychology, education, engineering, sociology, medicine, music, and botany. Models to be addressed will include Performance Improvement, modified Angoff procedure, Good to Great, the Interaction Method, Dialogue, Managing Transitions, Prochaska Model of Behavioral Change, and Kindergarten Wall.
- I. A Cognitive Perspective on Student Learning: Implications for Teaching Wescoe 4046  
*Bob Hohn, Teaching & Leadership*  
In this breakout session, we will discuss the cognitive information processing perspective of student learning and its implications for adult learners. We will examine a variety of ways instructors can facilitate student attention, encoding and retrieval skills, and how student metacognitive activity can be enhanced.

J. How Technology Facilitates Out-of-class Student Engagement Wescoe 4012

*Susan Zvacek, Instructional Development & Support*

This session will explore several ways that the Blackboard course management system can be used to increase out-of-class engagement by students. Examples of strategies already being used by your KU colleagues will be included, as well as some new functionalities within the Bb environment that have been recently installed, ready for fall semester.

**New faculty sessions:**

K. Surviving, Improving, and Excelling in Your Role as a Teacher at KU Wescoe 4008

*Bob Goldstein, Geology*

This breakout has evolved out of discussions with new KU faculty, administrators, and promotion and tenure committees. It will focus on techniques for getting a good start as a teacher, developing and improving your teaching skills, and representing teaching to administrators and promotion and tenure committees. The session seeks to produce a document listing good useful advice to be conveyed to new faculty.

L. Best Practices in Collaborative Learning: Using Permanent Student Teams Wescoe 4057

*Dan Spencer, School of Business*

In the context of a case example, the following topics will be addressed: Team composition; selection of team tasks; delegation of authority to teams; creating a supportive physical environment; establishing classroom interactions that support individual and team learning; utilization of mechanisms to drive continuous team learning; evaluation of behaviors pertinent to team success; educating students about the pedagogical approach; providing educational materials about teams; team building prior to assigning complex projects.

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10:20–10:55 **Breakout Sessions II**

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

D. Identifying and Measuring Student Performance Wescoe 4041

E. Concept Mapping as a Means to Illustrate Students' Critical Thinking Wescoe 4067

F. Students in the Classroom and Community: Using Service-Learning as Pedagogy Wescoe 4062

G. Can Boomers Teach Millennials? Wescoe 4071

**New faculty session:**

K. Surviving, Improving, and Excelling in Your Role as a Teacher at KU Wescoe 4008

**These sessions are new during Breakout II:**

M. Measuring Downstream Student Performance Wescoe 4045

*Richard Hale, Aerospace Engineering*

KU faculty are actively engaged in learner-centered activities, yet many of us still struggle with quantifying the effectiveness of our approaches for enabling critical inquiry and improving long-term knowledge retention and application. End of semester course surveys are poor indicators of expected student success, instead being more reflective of instructor accessibility and classroom environment. Units across campus evaluate downstream performance of students in several ways, to include continuous prerequisite skill assessment in higher level courses, senior exit interviews, end of degree portfolios and evaluations, external peer assessments, and alumni surveys and evaluations. Attendees in this session should be prepared to share successful and disappointing experiences in measuring downstream performance of student learning.

N. Preparedness for Graduate Study Wescoe 4011

*Eve Levin, History*

What characteristics should we look for in undergraduates who are contemplating graduate school? We need to think not only in terms of mastery of basic material and methods, but also of ancillary skills. Even more important are less-quantifiable habits of the mind and sense of direction. How can we identify students who are promising candidates for advanced degrees and prepare them for graduate study?

- O. Portfolios for Assessing Professional Competence & Promoting Reflective Practice Wescoe 4065  
*Bob Klein & Giulia Bonaminio, School of Medicine*  
 E-portfolios have developed as an online tool that individuals and institutions can use to provide a record of their accomplishments, whether to document mastery of a field or to demonstrate attainment of competency. In this session, we will describe and discuss portfolios in which students reflect on their experiences, provide examples of their work, and submit their work for faculty assessment.
- P. Thematic Learning Communities and Interdisciplinary Teaching Wescoe 4059  
*Mary Banwart, Communication Studies*  
 This session will focus on the Thematic Learning Community (TLC) program at KU, the design of the individual TLCs, and the role that faculty members play in facilitating this experience. Opportunities for bridging interdisciplinary learning and service-learning in this unique environment will be examined.
- Q. The KU SON PDA Journey—Curriculum Implementation Wescoe 4044  
*Karen Cooper & Kathy Fletcher, School of Nursing*  
 The session is centered around the School of Nursing’s implementation of personal digital assistants (PDAs) into the curriculum. During the presentation, the process of choosing software and hardware, educating faculty/students, identifying advantages/disadvantages of using new technology, and exploring future best practices will be discussed. Several teaching strategies using PDAs will be demonstrated. Participants are encouraged to share their experience and visualize potential PDA classroom excursions.
- R. Demonstrating Quality Instruction Through Faculty Course Portfolios Wescoe 4051  
*Elizabeth Friis, Mechanical Engineering & Dan Bernstein, CTE/Psychology*  
 In this session, we’ll talk about how to develop and use a course portfolio to document and improve our teaching. A faculty member will walk through her teaching portfolio for one course. Examples of teaching practices and student work documented through this process will be considered. We’ll also discuss how the CTE can help you create online teaching portfolios for your own courses.

**New faculty session:**

- S. Teaching a Large Lecture Class Wescoe 4007  
*Barbara Barnett, School of Journalism*  
 Someone once said teaching is like juggling a candle, a bowling ball, and a chainsaw. Throw in a feather and an elephant and that could well describe what it’s like to teach a large lecture class. In this session we’ll discuss some steps you can take to make teaching a large class more interesting for you and your students.

11:05–11:40 **Breakout Sessions III**

Sessions M–S will repeat during this time.

- M. Measuring Downstream Student Performance Wescoe 4045  
 N. Preparedness for Graduate Study Wescoe 4011  
 O. Portfolios for Assessing Professional Competence & Promoting Reflective Practice Wescoe 4065  
 P. Thematic Learning Communities and Interdisciplinary Teaching Wescoe 4043  
 Q. The KU SON PDA Journey—Curriculum Implementation Wescoe 4044  
 R. Demonstrating Quality Instruction Through Faculty Course Portfolios Wescoe 4051  
 S. Teaching a Large Lecture Class Wescoe 4007

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

- H. Building Collaborative Targets Wescoe 4043  
 I. A Cognitive Perspective on Student Learning: Implications for Teaching Wescoe 4046  
 J. How Technology Facilitates Out-of-class Student Engagement Wescoe 4012  
 New faculty session:  
 L. Best Practices in Collaborative Learning: Using Permanent Student Teams Wescoe 4057

## Information Fair

4th floor Wescoe hallways

During the breaks, various offices will provide information about how they can support KU faculty. Stop by and talk with these representatives:

Academic Achievement and Access Center—Melissa Manning & Kristin Scott  
Call 785.864.4064 or visit [www.achievement.ku.edu](http://www.achievement.ku.edu).

Applied English Center—Chris Jensen  
Call 785.864.4606, e-mail [aec@ku.edu](mailto:aec@ku.edu), or visit [www.aec.ku.edu](http://www.aec.ku.edu).

Center for Community Outreach—Anton Bengtson & John Wilson  
Call 785.864.4073, e-mail [cc@ku.edu](mailto:cc@ku.edu), or visit [www.ku.edu/~cco](http://www.ku.edu/~cco).

Counseling & Psychological Services—John Wade  
Call 785.864.2277 or visit [www.caps.ku.edu](http://www.caps.ku.edu).

Edwards Campus—Mary Ryan  
Call 913.897.8400 or visit [edwardscampus.ku.edu](http://edwardscampus.ku.edu).

Graduate School & International Programs—Alison Watkins  
Call 785.864.6161, e-mail [gradschl@ku.edu](mailto:gradschl@ku.edu), or visit [www.graduate.ku.edu](http://www.graduate.ku.edu).

Information Technology—Jerree Catlin  
Call 785.864.0200, e-mail [question@ku.edu](mailto:question@ku.edu), or visit [www.technology.ku.edu](http://www.technology.ku.edu).

Instructional Development & Support—Susan Zvacek  
Call 785.864.2600, e-mail [ids@ku.edu](mailto:ids@ku.edu), or visit [www.ku.edu/~ids](http://www.ku.edu/~ids).

KU Libraries Instruction Program—Tami Albin  
Call 785.864.0410, e-mail [training@ku.edu](mailto:training@ku.edu), or visit [www.lib.ku.edu/~instruction](http://www.lib.ku.edu/~instruction).

Lied Center—Karen Christilles  
Call 785.864.2794 or visit [www.lied.ku.edu](http://www.lied.ku.edu).

Ombuds Office—Kellie Harmon  
Call 785.864-7261, e-mail [ombuds28@ku.edu](mailto:ombuds28@ku.edu), or visit [www.ku.edu/~ombuds](http://www.ku.edu/~ombuds).

Student Health Services Wellness Center—Jannette Berkley-Patton  
Call 785.864.9570, e-mail [health@ku.edu](mailto:health@ku.edu), or visit [www.ku.edu/%7Eshs/services/wrc.shtml](http://www.ku.edu/%7Eshs/services/wrc.shtml).

University Theatre—Linda Hope  
Call 785.864.3982, e-mail [info@kutheatre.com](mailto:info@kutheatre.com) or visit [www.kutheatre.com](http://www.kutheatre.com).

Writing Center—Michele Eodice & Moira Ozias  
Call 785.864.2399, e-mail [writing@ku.edu](mailto:writing@ku.edu), or visit [www.writing.ku.edu](http://www.writing.ku.edu).

11:45–12:30	<b>Breakout session reports</b> Evaluations & door prizes		Budig 130
12:30–1:00	<b>Lunch</b>		Wescoe Terrace
<b>Breakouts Summary</b>			
<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>
4007		S. Large Lecture Class	S. Large Lecture Class
4008	K. Your Role as a Teacher	K. Your Role as a Teacher	
4011		N. Prep. for Graduate Study	N. Prep. for Graduate Study
4012	J. Out-of-class Engagement		J. Out-of-class Engagement
4040	C. International Students		
4041	D. Identifying & Measuring	D. Identifying & Measuring	
4043	H. Collaborative Targets		H. Collaborative Targets
4044		Q. SON PDA Journey	Q. SON PDA Journey
4045		M. Downstream Performance	M. Downstream Performance
4046	I. Cognitive Perspective		I. Cognitive Perspective
4051		R. Demo. Quality Instruction	R. Demo. Quality Instruction
4057	L. Collaborative Learning		L. Collaborative Learning
4058	B. Physician Workforce		
4059		P. TLCs & Interdis. Teaching	P. TLCs & Interdis. Teaching
4062	F. Classroom & Community	F. Classroom & Community	
4065		O. Portfolios for Assessing	O. Portfolios for Assessing
4067	E. Concept Mapping	E. Concept Mapping	
4071	G. Boomers & Millennials	G. Boomers & Millennials	
4076	A. Reducing Time to Degree		

Special thanks to the KU Bookstore for donating coffee mugs and tees for door prizes.