

# Firm Foundations for Learning

August 17, 2010

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

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- 8:00–8:20**     **Registration**     Northwest Budig entrance  
Continental breakfast served in CTE, room 135, until 8:20 a.m.
- 8:30–8:35**     **Welcome**     Budig 130  
*Jeff Vitter, Provost and Executive Vice Chancellor*  
*Heidi Chumley, Senior Associate Dean for Medical Education*
- 8:35–8:50**     **Teaching Development Awards**     Budig 130  
*Jeff Vitter*
- 8:50–9:20**     **Keynote**     Budig 130  
*Bernadette Gray-Little, Chancellor*
- 9:20–9:40**     **Break**  
Refreshments are available on the 4th floor of Wescoe.
- 9:40–10:20**     **BREAKOUT SESSIONS I**
- A. Curriculum as Conversation: Social Media in the Classroom (and Beyond)**     Wescoe 4051  
*Simran Sethi, Journalism*  
“Curriculum as Conversation” introduces faculty to innovative uses of social media that encourage new ways of participatory learning, peer support, and community interaction. Social networks enable students to share their passions and concerns, and expand their education in directions that resonate with their deepest cares. Through immediate feedback loops, these dynamic, portable platforms enhance teaching by allowing educators to better understand the applicability and resonance of their teachings and immediately expand the scope of this education well beyond the classroom. This hands-on presentation will detail ways in which educators can leverage these technologies within their own curricula. **Please note: This session will be offered only one time.**
- B. Documenting Student Learning**     Wescoe 4012  
*Marta Caminero-Santangelo, Dorice Elliott, Anna Neill, & Bill Scott, English*  
This session will focus on designing rubrics for curriculum assessment. The presenters will briefly describe an assessment project underway in English that measures student success and satisfaction in our courses. Discussion will focus on evaluation processes, the kind of information different units hope to gather, and the ways these units might respond to their findings. Participants will then break into smaller groups to explore the assessment tools that might be used to document and improve student learning in their disciplines.
- C. You Said What? The Interactive Theatre Approach for the Classroom**     Wescoe 4071  
*Fred Rodriguez, Provost's Office; Kathleen Ames-Oliver, HREO; Steve Hillmer, Business; Kathy Pryor & Delores Ringer, Theatre; and members of the Interactive Theatre Troupe*  
How do we address controversial hot topics in our classrooms? Or, those inappropriate or offensive comments that may pop up out of nowhere? A national model adapted at KU—Difficult Discussions—will be briefly explained with the “Interactive Theatre Troupe” performing a script that illustrates such an incident first-hand. This interactive demonstration will highlight multiple perspectives for such an occurrence in the classroom. (Note: This breakout will run 80 minutes, during Session I and Session II; participants are strongly encouraged to attend the full breakout).

**D. LectureTools: An Alternative to Clickers**

Wescoe 4043

*Donna Tucker, Geography*

In this session, we'll explore LectureTools, a web-based alternative classroom response system to clickers. An account on the web site is created for the course, and all students in the course have their own account. Students can then all log into the course. Various question types can be used, and student responses are tabulated by the web site. The web site has additional capabilities; e.g. students can submit questions for a TA to answer during class.

**E. Creating Foundations for Learning with Interdisciplinary, Team-Taught Courses** Wescoe 4041

*Chris Brown & Johannes Feddema, Geography; Greg Cushman, History*

The recommendations are out from the undergraduate student retention task force. How can we take these recommendations and begin addressing them in our classrooms, given current budget and other structural concerns? Join session leaders, all involved in the Environmental Studies Program, who will lead a discussion on the challenges of building yearlong, team-taught, freshman interdisciplinary courses to address task force recommendations.

**F. Encouraging Synthesis of Laboratory Data with Scientific Literature**

Wescoe 4044

*Belinda Sturm & Bob Everhart, Civil, Environmental & Architectural Engineering*

Since academic understanding is ever changing with the publication and presentation of new data, students must be trained to evaluate a specific experiment in the context of the larger field. In an upper-level undergraduate and entry-level graduate engineering class, students are encouraged to interpret experimental results in relevant literature in both class discussions and laboratory writing assignments. In particular, students are required to incorporate primary sources in the discussion of their lab data. Students' progress was assessed with a lab report grading rubric. Results of this approach from the last three years will be discussed by the instructor and a course GTA.

**G. Reflecting on Reflection: If Reflection Bridges Experience & Theory, Why Are My Students Building a Bridge to Nowhere?**

Wescoe 4035

*Mary Banwart, Communication Studies; Andi Witczak, Center for Service Learning*

The facilitators will discuss the quality of student reflection in their courses and how they came to the realization that often students cannot critically reflect because they have not been taught to do so. Using the reflection lenses of Dewey, Schon, Kolb, and Boud/Keogh/Walker, discussion will focus on ways to make reflection intentional and substantive in various disciplines.

**H. Piloting a Redesign of AMS 100: Introduction to American Studies**

Wescoe 4037

*Cheryl Lester, American Studies*

In this session, participants will learn about an ongoing course redesign project in American Studies to improve the teaching of AMS 100: Introduction to American Studies, a principal course that satisfies a Gen Ed requirement. To provide more continuity across the independent sections designed and taught by GTAs, AMS added plenary sessions to the course and required GTAs to enroll in a one-credit hour course on teaching, which was used this spring to clarify the learning objectives or outcomes of the course and to collaborate on the design of a common syllabus that may be used subsequently to reflect on and innovate the course design. Participants will discuss courses in their programs and departments that have been redesigned or could benefit from a redesign and describe or consider ways to initiate the process.

**I. Improving Classroom Discussion: Invention, Imitation & Evaluation**

Wescoe 4008

*Kris Bruss, Communication Studies*

An encore presentation from the 2008 KU Summit: Classroom discussion is promising in theory but often disappointing in practice. In this session, participants will learn about three strategies for improving classroom discussion: invention, imitation, and evaluation. The strategies, informed by public speaking pedagogy and tested in a year-long interdisciplinary humanities course, focus on discussion as a communication ability, one that improves with instruction and practice, much like writing and speaking. During the session, participants will have the opportunity to talk about how they might adapt the strategies for use in their own classes.

- J. Enhancing Undergraduate Student Learning Through Research & Writing** Wescoe 4067  
*Angela Lumpkin, Health, Sport & Exercise Sciences*  
This session will describe the addition of new assessments to enhance research and writing abilities and student learning in a sophomore-level introductory course. A series of four written assignments was designed to sequentially help students gain an increased understanding about his or her chosen career in sport management. The original design, mid-semester changes based on anonymous feedback from students, and final reflections on these assessments will be shared so colleagues can learn from what was and was not successful in this attempt to increase learning in a large class. This instructional enhancement project has resulted in the development of an electronic course portfolio, which will be shared.
- K. Not the Usual Suspects: Connecting Pharmacy & Art in the Museum** Wescoe 4045  
*Barb Woods, Pharmacy Practice; Amanda Martin-Hamon, Spencer Museum of Art*  
In this session, the presenters will lead a facilitated discussion where they will share experiences from a decade-long collaboration developing curricular projects that connect pharmacy and art. Participants will engage in conversation about innovative methods for teaching and learning with museum resources.
- L. Coaching Students on Cross-Disciplinary Projects** Wescoe 4040  
*Jeremy Shellhorn & Patrick Dooley, Design; Bob Basow, Journalism*  
By creating cross-disciplinary projects, faculty members can challenge students to extend their learning beyond a course's original objectives. Professors Shellhorn and Dooley (Design) and Basow (Journalism) have collaboratively coached students on successful projects for KU research units and for area businesses. They invite colleagues who have participated in cross-disciplinary projects to share their experience. What do students learn when faculty members in different disciplines collaborate on joint projects? How can instructors coordinate their coaching to help their students accomplish the course objectives while benefiting from the shared experience? In what ways can the learning become visible, both for the students and for others connected with the project? This session is especially recommended for those who may be considering a cross-discipline collaboration and seek tips for making it successful.
- M. Implementing Quality Matters Standards for Online & Hybrid Courses to Promote Learning** Wescoe 4001  
*Kathy Tally, Teaching & Learning Technology; Cindy Teel, Nursing*  
Session participants will have the opportunity to evaluate online and hybrid course examples to determine if a specific standard is met based on the annotations from the Quality Matters rubric to gain understanding of how standards are applied to improve teaching and learning. The session will employ iClickers, a student response system, so that participants can respond to polls, and the results displayed on the course components measured during the session. The interaction will promote discussion based on the audience's responses and suggestions for improvements.
- N. Intercultural Writing: Issues for International Students; Strategies for KU Instructors** Wescoe 4002  
*Lizette Peter, Curriculum & Teaching; Chris Sundstrom, Applied English Center*  
This session highlights common writing issues faced by international students from different linguistic and cultural backgrounds as they pursue their degrees at KU, as well as the challenges and opportunities faced by their KU instructors who teach them. We begin by addressing general impediments to these students' writing success, followed by concrete strategies that instructors can use to help students meet course expectations.
- O. Is a Mixture Best? Discussing the Benefits of Hybrid Courses** Wescoe 4023  
*Eva Horn, Special Education*  
Hybrid courses promise the best of both worlds, offering some of the convenience of all-online courses without the complete loss of face-to-face contact. However, as in all "promising practices," thoughtful planning and implementation based on the best available evidence and knowledge of effective instructional practices are needed to support our meeting the promise. In this session, the presenter will share some of her experiences (some successful and not so successful) in implementing hybrid instruction in graduate education.

## 10:30-11:10 BREAKOUT SESSIONS II

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

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|----------------------------------------------------------------------------------|-------------|
| B. Documenting Student Learning                                                  | Wescoe 4012 |
| D. LectureTools: An Alternative to Clickers                                      | Wescoe 4043 |
| E. Creating Foundations for Learning with Interdisciplinary, Team-Taught Courses | Wescoe 4041 |
| F. Encouraging Synthesis of Laboratory Data with Scientific Literature           | Wescoe 4044 |
| G. Reflecting on Reflection                                                      | Wescoe 4035 |
| H. Piloting a Redesign of AMS 100: Introduction to American Studies              | Wescoe 4037 |
| I. Improving Classroom Discussion: Invention, Imitation & Evaluation             | Wescoe 4008 |

### Session P will be offered only once:

- P. Beyond the Term Paper: Creating & Assessing Engaging Assignments** Wescoe 4067  
*Andrea Greenhoot, Psychology; Bonnie Johnson, Urban Planning; Dena Register, Music; Greg Rudnick, Physics & Astronomy*  
This session will provide examples of nontraditional assignments that promote engagement and synthesis of course material. Presenters will share ideas for constructing critical thinking and research and writing assignments that go beyond standard tests and papers and incorporate various strategies for enhancing student investment in their work. Discussion will also focus on using assignments for assessment and for identifying and measuring key components in your course.

### These sessions are new during Breakout II:

- Q. Retention & Timely Graduation: Recognizing Challenges, Launching the Dialog** Wescoe 4007  
*Chris Haufler, Ecology & Evolutionary Biology*  
The recently released Task Force Report on retention and graduation rates at KU showed that KU is lagging behind comparable institutions in retaining students and graduating them. We lose 20% of first-year students; only 60% graduate in six years. Such statistics are alarming and make KU less competitive as a degree granting institution. During this session, Task Force recommendations that were developed to address these challenges will be presented and discussed.
- R. Visualization & Virtual Reality in Graduate Courses** Wescoe 4025  
*Earle Knowlton & Sean Smith, Special Education; Jim Miller, Electrical Engineering & Computer Sci.*  
A good picture, especially if it's permitted to move and morph, might be worth a thousand words. Students, consumers, teachers-to-be, and even kids who struggle to learn can make sense of their learning environments through visualization. In STEM fields, this often means translating massive amounts of numerical data into two- and three-dimensional images from which insight and understanding can be gleaned. Sometimes the data is associated with actual physical objects or geographic areas; sometimes it is data with no spatial reference whatsoever. In education, equally large bodies of data/information typically do not associate with an object or other physical referent but rather with ideas at various levels of abstraction. Applications include the use of avatars to model appropriate social and conversational skills for kids with Asperger syndrome and other forms of autism. Other applications are object-referenced, such as training teachers to visualize then perform proper lift and transfer techniques for youngsters who use wheelchairs. For our presentation, we will describe these applications, share examples, and engage participants in conversation regarding computer-assisted visualization as applied in a number of disciplines.
- S. Introducing Multidisciplinary Communication Skills Via Simulation Scenarios** Wescoe 4033  
*Kathy Fletcher & Mary Meyer, Nursing*  
You are invited to take a seat in our simulated Emergency Department where you will meet Cara Morgan and her team of health care providers. Audience members will receive a brief introduction to the concepts of simulation, effective team work, and communication strategies. Some participants will be recruited in non-technical roles, and all learners will participate as active observers, providing valuable feedback during the debriefing session. At the conclusion of the session, the participants will explore other ways simulation may be employed in non-healthcare settings.

- T. Standing on the Rock of Academic Freedom: Teaching in Conservative Climates** Wescoe 4034  
*Ann Cudd, CLAS/Philosophy*  
 This session will discuss the principle of academic freedom and how it can be used to frame the practice of transformational teaching in a conservative climate. Kansas and KU has witnessed several challenges to attempts to critically engage dominant conservative positions in recent years. The rise of the Tea Party movement is bound to bring more such challenges in the coming year. In this session, I will propose a strategy of teaching that is designed to focus on the justifying principles of academic freedom—reason, freedom, and democracy—to create trust and promote social transformation in a divided culture.
- U. Making 500 Feel Like 50: Creating a Small Class Environment in Large Classes** Wescoe 4076  
*Lisa Bergeron & Mark Haug, School of Business*  
 This session will focus on making a lecture hall full of students feel more like a classroom. With more than 20 years combined experience teaching large classes, Mark Haug and Lisa Bergeron have discovered some unique ways of keeping students engaged and creating an interactive atmosphere. During this session they will share their experiences and give some ideas on how to give a large classroom more of a community feel.
- V. Great Expectations: What It's Like to Teach an Honors Course** Wescoe 4062  
*Phil Baringer, Physics & Astronomy; Mark Daly, Honors Program; Mike Vitevitch, Psychology*  
 What makes an Honors course an Honors course? How different is an Honors section from a non-Honors section? If you have taught Honors courses or if you've always wanted to teach an Honors course but were never sure what to expect, we'd like you to join the discussion. We'll discuss what to expect from the students in the class, as well as what the students expect from the class.

### 11:20-12:00 BREAKOUT SESSIONS III

#### Session W will be offered only once:

- W. I Get Better with a Little Help from My Friends: Re-envisioning Peer Review to Promote Teaching Excellence** Wescoe 4035  
*Andrea Greenhoot, Psychology; Dena Register, Music; Susan Williams, Chem. & Petr. Engineering*  
 Making student learning visible in our classes requires considerable attention and reflection. It is often helpful and thought-provoking to engage with colleagues who share similar challenges in creating or re-creating contexts for student learning. This session will provide a new approach to personal and peer development in our quest to modify our classes to advance student learning.

#### These sessions will repeat during this time:

- Q. Retention & Timely Graduation: Recognizing Challenges, Launching the Dialog Wescoe 4007  
 R. Visualization & Virtual Reality in Graduate Courses Wescoe 4025  
 S. Introducing Multidisciplinary Communication Skills Via Simulation Scenarios Wescoe 4033  
 T. Standing on the Rock of Academic Freedom: Teaching in Conservative Climates Wescoe 4034  
 U. Making 500 Feel Like 50: Creating a Small Class Environment in Large Classes Wescoe 4076  
 V. Great Expectations: What It's Like to Teach an Honors Course Wescoe 4062

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

- J. Enhancing Undergraduate Student Learning Through Research & Writing Wescoe 4067  
 K. Not the Usual Suspects: Connecting Pharmacy & Art in the Museum Wescoe 4045  
 L. Coaching Students on Cross-Disciplinary Projects Wescoe 4040  
 M. Implementing Quality Matters Standards for Online and Hybrid Courses Wescoe 4001  
 N. Intercultural Writing: Issues for International Students, Strategies for Instructors Wescoe 4002  
 O. Is a Mixture Best? Discussing the Benefits of Hybrid Courses Wescoe 4023

12:10–12:30 WRAP UP, EVALUATION & DOOR PRIZES

3140 Wescoe

12:30–1:00 LUNCH

4th floor Wescoe hallway

Pick up a box lunch from tables at the west end of the 4th floor, then join an informal discussion:

**Retention & Timely Graduation**—*Chris Haufler & Andrea Greenhoot* Wescoe 4043

**Re-envisioning Peer Collaboration on Teaching**—*Dena Register & Susan Williams* Wescoe 4041

**Supporting Multicultural & International Students: Commonalities & Differences**—*Fred Rodriguez & Suzanne House* Wescoe 4045

**Preparing Future Faculty**—*Sarah Thomas Rosen* Wescoe 4044

**E-learning at KU: Oxymoron or Opportunity?**—*Susan Zvacek* Wescoe 4040

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### Breakouts Summary

Room	<u>Breakout I: 9:40–10:20</u>	<u>Breakout II: 10:30–11:10</u>	<u>Breakout III: 11:20–12:00</u>
4001	M. Implementing QMS		M. Implementing QMS
4002	N. Intercultural Writing		N. Intercultural Writing
4007		Q. Retention & Graduation	Q. Retention & Graduation
4008	I. Classroom Discussions	I. Classroom Discussions	
4012	B. Documenting Learning	B. Documenting Learning	
4023	O. Hybrid Courses		O. Hybrid Courses
4025		R. Visualization/Virtual Reality	R. Visualization/Virtual Reality
4033		S. Simulation Scenarios	S. Simulation Scenarios
4034		T. Academic Freedom	T. Academic Freedom
4035	G. Reflecting on Reflection	G. Reflecting on Reflection	W. I Get Better w/ a Little Help
4037	H. Piloting a Redesign	H. Piloting a Redesign	
4040	L. Coaching Students		L. Coaching Students
4041	E. Foundations for Learning	E. Foundations for Learning	
4043	D. LectureTools	D. LectureTools	
4044	F. Synthesis of Data	F. Synthesis of Data	
4045	K. Not the Usual Suspects		K. Not the Usual Suspects
4051	A. Curriculum as Conversation		
4062		V. Great Expectations	V. Great Expectations
4067	J. Enhancing Learning	P. Beyond the Term Paper	J. Enhancing Learning
4071	C. You Said What? Interactive Theatre Approach (80 min. session)		
4076		U. Making 500 Feel Like 50	U. Making 500 Feel Like 50

*Thanks to Massage Envy for providing a door prize for this conference.*