Designing the University of the Future: Putting Learning First

August 21, 2014

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

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8:00–8:25   **Registration**   Northwest Budig entrance
Continental breakfast served in CTE, room 135, until 8:20 a.m.

8:30–8:40   **Welcome**   Budig 130
Andrea Greenhoot, CTE Director, & *Doug Girod, Executive Vice Chancellor*

8:40–8:50   **Teaching Recognition**
Bernadette Gray-Little, Chancellor; Doug Girod, EVC; and Jeff Vitter, EVC & Provost

8:50–9:35   **Opening Plenary**
Charlie Blaich & Kathy Wise, Wabash College
"I Wish That I Knew What I Know Now: The Biggest Surprises from the Wabash
 National Study"

9:35–9:50   **Door Prizes**

9:50–10:05   **Break** — Refreshments are available on the 4th floor of Wescoe

10:05–10:45   BREAKOUT SESSIONS I

A.   Leveraging Student Interaction Outside of Class   Wescoe 4035
*Paul Atchley, Psychology; Chris Haufler, Ecology & Evolutionary Biology; Julie Loats, Center for
Online & Distance Learning*
Course transformation leverages new technology to engage students in learning beyond the class-
room. Much of this learning involves students interacting with other students. In this session, we will
explore a variety of methods now in use (blogs, discussion boards, wikis) to get students engaged
with each other outside of class, and highlight a new tool, Blackboard Collaborate, that provides new
methods for improving faculty to student and student to student interaction outside of class.
Please note: This session will be offered only one time.

B.   Models and Approaches for Course Transformation   Wescoe 4008
Kelsey Bitting, Alison Olcott Marshall & Jennifer Roberts, Geology
Successfully transforming an undergraduate course is a multifaceted endeavor that includes a wide
range of tasks, including articulating specific learning goals, researching and implementing evidence-
based teaching methods that are best suited to meet those goals, crafting assessments to evaluate
student learning, and evaluating the success of the overall redesign. To best accomplish all these
tasks, the course transformation process can proceed in many different ways, and can leverage the
talents of a range of contributors beyond the instructor (including other instructors in the depart-
ment, a postdoctoral teaching fellow, graduate student TAs, and undergraduate TAs). In this session,
we will present two different models of course redesign implemented in the Geology department to
transform "The Way the Earth Works" (GEOL 101) and "Life Through Time: DNA to Dinosaurs" (GEOL
121). Topics will include the step-by-step process of redesign; different timetables, approaches, and
models for developing the course; roles and responsibilities of different contributors to the process;
and best practices for using TAs (graduate and undergraduate) in this context.

C. **Lessons Learned from Teaching in Technology-Rich, Active Learning Classrooms**   Wescoe 4012
Chito Belchez & David Martin, Nursing; Dave Antonacci, Teaching & Learning Technologies
In Fall 2011, the Undergraduate Nursing Program implemented an extensive curriculum revision. That revision incorporated reorganization of content, focus on conceptual teaching, team based learning, and enhanced utilization of technology. During the second year of implementation, it became clear that adequate structural support for this type of teaching/learning was lacking. In recognition and support for this change, two learning spaces have been redesigned to allow small group work in a classroom with 100+ students. In this session, we'll learn from Nursing instructors who teach in this new way in these new spaces. Come learn about how they promoted student engagement and interaction. What worked and what didn't? What challenges did they encounter and their solutions? How did students react? How did the physical classroom affect their instruction? And more!

D. **Team-Based Learning: Fostering Engaged Learning, Out-of-Class Preparation,**   Wescoe 4002
and Collaborative Skills
Ward Lyles, Urban Planning
This session will provide an introduction to the principles of Team-Based Learning (TBL), which is an approach to collaborative learning that motivates students to hold themselves and each other accountable. Benefits of the session for participants unfamiliar with TBL should include learning about an innovative teaching method that can improve student engagement and preparation, as well as increase instructor satisfaction. Benefits of the session for participants familiar with TBL or similar methods should include sharing principles and techniques for adapting TBL-type methods and building a network of peers interested in flipped learning at KU.

E. **Teaching About Diversity and Equity**   Wescoe 4020
Meagan Patterson, Psychology & Research in Education; Marlesa Roney, Educational Leadership & Policy Studies
The goal of this session is for participants to reflect on the ways that they currently address diversity and equity in their courses and to think about ways in which instruction could be revised to promote more critical and higher-order thinking among students. The framework for the workshop will be based on backward design and Bloom's taxonomy. Participants will be asked to reflect on a current challenge related to teaching about diversity and equity. These challenges (along with facilitator-provided case studies) will provide the framework for a group discussion about how best to address diversity and equity in the classroom.

F. **Supplemental Instruction: A Model that Cultivates a Culture of Learning**   Wescoe 4034
David Holmes, Psychology; Tara Welch, Classics; Kristin Scott, Academic Achievement & Access Center
Supplemental Instruction (SI) is a program that faculty members can use to enhance the academic performance of students enrolled in their courses. In this breakout session, Kristin Scott will describe the SI model and its key elements. Tara Welch and David Holmes will describe their experiences with SI in the courses they have taught, and Holmes will briefly describe some of the results of the research he has conducted on the short and long-term effects of SI. Faculty members will have the opportunity to share their experiences with SI and raise questions and concerns.

G. **Meeting Resistant Students Halfway**   Wescoe 4023
Darren Canady, English; Jeanne Klein, Theatre
Given increasing numbers of students who resist achieving their highest potentials, this session will focus on facilitative strategies that shift more responsibility for learning expectations onto students by making them aware of their mindsets and metacognitive strategies. After a brief presentation on using inquiry-based models, participants will be asked to generate problems, challenges, or controversies in their disciplines to initiate and stimulate students' own self-discoveries.

H. **Using Learning Objectives in a Large-Class, Active-Learning Session**   Wescoe 4025
Prajna Dhar, Chemical & Petroleum Engineering
This session will focus on how to introduce learning-objective-based active learning in junior-level courses with large (~100) class sizes. Both successes and challenges when implementing a hybrid class structure will be discussed, particularly from a junior faculty member's perspective.

I. No Small Task: Linking Core Competency Measurement and Student Skill   Wescoe 4071
Demonstration Through Course Assignments
Jody Brook & Ed Scanlon, Social Welfare
The presenters will share a framework for Core Professional Competencies and individual elements of competency that are aligned with specific academic courses. Within the course framework, the presenters will discuss how to infuse competency language, skills, and metrics into the activities of a semester long course through activities and assignments designed to measure student progress. The focus of this session will be on interdisciplinary competencies (e.g. critical thinking, professional identity), so content will apply to multiple academic disciplines.

J. Learning Analytics with Blackboard Evaluation Tools   Wescoe 4067
Sharon Kumm, Nellie Modares & Julie Zimmerman, Nursing
The rise of mobile learning resulted in instructors' adoption of and students' use of Learning Management Systems (LMS) (such as Blackboard, eCollege, Desire2Learn, etc.), social networking sites (Facebook, LinkedIn, Twitter, etc.), and educational gaming programs. This allows for the accumulation of data (Big Data.) We will demonstrate how we use Blackboard's internal analytics (evaluation tools such as Course Reports and Retention Center) to identify students who are "at risk," monitor student performance throughout the course, and measure if outcomes are met.

K. Integrating the Common Book into the Classroom: Multidisciplinary Approaches   Wescoe 4040
Mary Klayder, English/Honors Program; Jen Weghorst, Ecology & Evolutionary Biology;
Howard Graham, First-Year Experience
The KU Common Book program, coordinated by the Office of First-Year Experience, aims to create a shared intellectual context for first-year students, to stimulate discussion and interaction, and to cultivate the skills of critical thinking, reading, and engagement with ideas that students will employ throughout their academic lives and beyond. This session will focus on ways that faculty can support these goals and broaden the learning experiences of first-year students by integrating the book into a variety of courses across the disciplines. The focus, then, will be on innovative approaches to teaching Laura Moriarty's *The Center of Everything,* with an emphasis on how the book, with its varied themes and topics—related to science and religion, politics, sociology, health, education, the arts, and human development, etc.—can be adapted across multiple disciplines and courses.

L. Exploring the Next Digital Age   Wescoe 4041
Doug Ward, Journalism/CTE; Marie Ortiz, Center for Online & Distance Learning
A quote from a recent international conference points to one possible future for education: "Technology won't replace teachers, but teachers who use technology will probably replace teachers who don't." Whether you believe that or not, technology is driving enormous changes in education. We'll explore some of the opportunities and implications.

M. Making a Plan: Contracts as Tools for Undergraduate Research Mentoring   Wescoe 4076
Mikhail Barybin, Chemistry; Evangelia Chrysikou, Psychology; Bob Hagen, Environmental Studies
This session will explore the practice of using research contracts and syllabi as a means of facilitating communication between undergraduate researchers and their mentors. Panelists will share their experiences using research contracts and syllabi with undergraduate researchers and the aspects of a contract that they have found to be most important to include. Participants will gain insights into what types of issues frequently arise in mentoring undergraduate researchers and gain one tool, a research contract, to help prevent potential problems and enhance student learning. An example research contract used by KU's Center for Undergraduate Research will be provided.

10:55–11:35 BREAKOUT SESSIONS II

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

B.	Models and Approaches for Course Transformation	Wescoe 4008
D.	Team-Based Learning: Fostering Learning, Preparation, and Collaborative Skills	Wescoe 4002
H.	Using Learning Objectives in a Large-Class, Active-Learning Session	Wescoe 4025
I.	No Small Task: Linking Core Competency & Student Skill with Course Assignments	Wescoe 4071

J. Learning Analytics with Blackboard Evaluation Tools   Wescoe 4067

K. Integrating the Common Book into the Classroom: Multidisciplinary Approaches   Wescoe 4040

L. Exploring the Next Digital Age   Wescoe 4041

These sessions are new during Breakout II:

N. **More on the Wabash Study**   Wescoe 4051
Charlie Blaich & Kathy Wise, Wabash College
The Summit's keynote presenters will continue to discuss the challenges that Wabash National Study participating institutions have faced in identifying and implementing changes in response to the data, including the steps that campuses should consider implementing as they develop assessment projects to increase the likelihood that the evidence they collect will benefit student learning.
Please note: This session will be offered only one time.

O. **Designing Assessment-Friendly Assignments for KU Core Courses**   Wescoe 4076
Rob Bayliss, Spanish & Portuguese; Sarah Crawford-Parker, First Year-Experience; Ying Xiong, CTE
You've successfully mapped a course onto the KU Core ... so now what? This session will focus on how to design assignments that will lend themselves to the kind of assessments of student learning that will be required for courses to be re-certified for the KU Core in the coming years. By using the program-level assessment plan implemented in KU's First Year Seminar program as an example, we will explore ways to design assignments that can make the assessment of student learning efficient, effective, and illuminating.
Please note: This session will be offered only one time.

P. **Course Redesign Toolkit—Getting Started and Resources to Pave the Way**   Wescoe 4035
Paul Atchley, Psychology; Chris Haufler, Ecology & Evolutionary Biology; Julie Loats, Center for Online & Distance Learning
With the growing importance of course redesign on campus, you may be wondering what it's all about, how to get started, and resources that are available to support your efforts. The Course Redesign Toolkit is just the place to get started and see examples of KU colleagues on their journey towards redesign. Meet some of the people who can help you and discuss ideas or questions you may have about your courses.
Please note: This session will be offered only one time.

Q. **From the Frontlines of Course Transformation at KU**   Wescoe 4007
Alan Halfen, Business/Geography; Emma Scioli, Classics; Rob Ward, Molecular Biosciences
In this session, participants in the C21 Course Redesign Consortium will share how they have been transforming their large classes using student-centered teaching methods and 21st century technology. Drawing on "flipped," "hybrid," and "blended" course models, these faculty have been shifting the delivery of information to out-of-class time so that in-class time can be spent on activities that produce deeper learning. Discussion will focus on the results of their implementations so far, as well as practical strategies for course redesign at KU.

R. **Why Are These Papers So Bad? Scaffolding Research and Writing Skills**   Wescoe 4033
    to Improve Student Learning
Bill Staples, Sociology; Alesia Woszidlo, Communication Studies; H. Faye Xiao, East Asian Languages & Cultures; Jill Becker, KU Libraries
This session will focus on offering strategies for scaffolding the research and writing skills that students need to succeed on projects for our classes. The panelists will share their experiences in helping students understand and practice research and writing skills before the final project is due, including such activities as having mini-deadlines for larger projects, teaching students to read journal articles, and coordinating in-class peer review sessions. Participants will leave the session with a concrete plan for how they could give students opportunities throughout the semester to practice research and writing skills for a particular assignment in their course.

S. **Student Affairs Resources: Help Address Problematic Student Behaviors**   Wescoe 4043
Frank DeSalvo, Tammara Durham & Jane Tuttle, Student Affairs
Occasionally students exhibit behaviors that cause concern, disruption, or negatively impact the learning environment. The Office of Student Affairs may be a resource to faculty and staff in addressing such situations. This presentation will: present examples of issues and/or concerns with which Student Affairs may offer assistance, present opportunities for consultation, discuss academic vs. non-academic misconduct, and provide a menu of responses available to faculty.

11:45–12:25   BREAKOUT SESSIONS III

<u>These sessions are new during Breakout III:</u>

T. **Beyond Grades: Efficient Strategies for Analyzing Your Students' Learning**   Wescoe 4051
Charlie Blaich & Kathy Wise, Wabash College; Dan Bernstein, Psychology; Andrea Greenhoot, CTE/Psychology
The facilitators of this session will share insights from two longitudinal projects on gathering and using student learning evidence. Discussion will focus on efficient strategies for collecting and interpreting evidence of your students' learning and using it to enhance student outcomes in your course or curriculum.

U. **Assessing Student Learning—New Tools and Strategies**   Wescoe 4035
Paul Atchley, Psychology; Chris Haufler, Ecology & Evolutionary Biology; Julie Loats, Center for Online & Distance Learning
In this session, we will highlight new tools in the Blackboard environment that will make meaningful assessment of student work easier. The goal of the session will be to describe the new Outcomes and Assessment module in Blackboard, and provide participants with information about how to access and use the tool to link KU CORE goals with specific course-level rubrics for the purpose of assessment.

V. **Undergraduates as Disciplinary Researchers: Guiding the Production of**   Wescoe 4008
Knowledge in Large Introductory Courses
Kelsey Bitting & Jennifer Roberts, Geology; Akiko Takeyama, Anthropology
While large introductory classes often provide a broad survey of disciplinary content, many good students are often oblivious to the underlying discipline-specific ways of thinking and creating knowledge that guide inquiry in our fields. This session will discuss two large introductory courses (Introduction to Cultural Anthropology and How the Earth Works) that have been recently redesigned to explicitly teach disciplinary inquiry via semester-long group research projects. Participants will be able to learn from our experience in implementing these projects in large classes, and will leave the session with concrete ideas about how to implement a research project in their classes that would require different levels of involvement and meet a broad range of disciplinary and university-wide learning goals.

W. **New Ideas and New Opportunities: The Future of Learning Communities at KU**   Wescoe 4019
Jeremy Shellhorn, Design; Stacey Swearingen White, Urban Planning; Sarah Crawford-Parker, First-Year Experience
In July 2014 a team of KU faculty and staff participated in the National Summer Institute on Learning Communities, organized by the Washington Center at the Evergreen State College. This session will share plans developed at the institute to renew and expand learning communities at KU and seek feedback to shape the future development of this program. Learning communities, while previously done at KU, are now being re-envisioned as part of a coordinated plan to enhance student learning, engagement, and progression to a degree, while also connecting undergraduate students to research occurring at KU.

<u>These sessions will repeat during this time:</u>

Q. From the Frontlines of Course Transformation at KU   Wescoe 4007

R. Why Are These Papers So Bad? Scaffolding Research and Writing Skills   Wescoe 4033

S. Student Affairs Resources: Help Address Problematic Student Behaviors   Wescoe 4043

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

C. Lessons Learned from Teaching in Technology-Rich, Active Learning Classrooms   Wescoe 4012

E. Teaching About Diversity and Equity   Wescoe 4020

F. Supplemental Instruction: A Model that Cultivates a Culture of Learning   Wescoe 4034

G. Meeting Resistant Students Halfway   Wescoe 4023

M. Making a Plan: Contracts as Tools for Undergraduate Research Mentoring   Wescoe 4076

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:

Future of Teaching in the Humanities—*Jon Lamb, Amy Rossomondo, Ann Schofield*   Wescoe 4040

Future of Teaching in the Social Sciences—*Jim Mielke, Holly Storkel, Mike Vitevitch*   Wescoe 4041

Future of Teaching in the Natural Sciences—*Bob Goldstein, Mark Mort, Leigh Stearns*   Wescoe 4043

Future of Teaching in Professional Schools—*Jim Lichtenberg, Doug Ward, Susan Williams*   Wescoe 4051

C21 Working Lunch (12:30–2:00)—*Andrea Greenhoot*   Budig 135

Special thanks to the following offices for participating in the Info Fair during Summit breaks:

The Commons, KU Libraries, Lied Center, MySuccess, Spencer Museum of Art, Undergraduate Research, and the Writing Center

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BREAKOUTS SUMMARY

Room	Breakout I: 10:05–10:45	Breakout II: 10:55–11:35	Breakout III: 11:45–12:25
4002	D. Team-Based Learning	D. Team-Based Learning	
4007		Q. From the Frontlines	Q. From the Frontlines
4008	B. Models & Approaches	B. Models & Approaches	V. Undergraduates as Researchers
4012	C. Lessons Learned		C. Lessons Learned
4019			W. Learning Communities
4020	E. Diversity & Equity		E. Diversity & Equity
4023	G. Meeting Students Halfway		G. Meeting Students Halfway
4025	H. Using Learning Objectives	H. Using Learning Objectives	
4033		R. Scaffolding Skills	R. Scaffolding Skills
4034	F. Supplemental Instruction		F. Supplemental Instruction
4035	A. Leveraging Interaction	P. Course Redesign Toolkit	U. Assessing Learning–New Tools
4040	K. Integrating Common Book	K. Integrating Common Book	
4041	L. Next Digital Age	L. Next Digital Age	
4043		S. Student Affairs Resources	S. Student Affairs Resources
4051		N. More on Wabash Study	T. Beyond Grades
4067	J. Learning Analytics	J. Learning Analytics	
4071	I. No Small Task	I. No Small Task	
4076	M. Making a Plan	O. Assignments for KU Core	M. Making a Plan