Exploring the Spectrum of Engaged Learning

August 20, 2015

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, and 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**
Mills Kelly, George Mason University
"Playfulness, Authentic Learning, and the Future of Teaching"

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

New this year: GENERATE sessions, which will not include formal presentations. Participants will discuss critical questions, to discover new ideas or action items related to the questions. Your ideas will be shared with the KU community in CTE's fall issue of *Teaching Matters.*

Please note: The first eight sessions (marked *) will be offered only one time.

*A. GENERATE: Teaching Graduate Courses Wescoe 4008
Bruce Hayes, French & Italian, and Holly Storkel, Speech-Language-Hearing
Much has been said about course redesign to enhance undergraduate education, but graduate education likely also could be rejuvenated by a fresh perspective. What does 21st century course redesign look like for graduate courses? How can technology be used to enrich graduate education? How do changing demands of the job market guide our approach to course redesign?

*B. Enhancing Student Learning by Using Two-Stage, Collaborative Assignments Wescoe 4007
Carl Luchies, Mechanical Engineering; Mark Mort and Trevor Rivers, Ecology & Evolutionary Biology
Two-stage collaborative assignments, where students complete an assignment, quiz, or exam (or portion thereof) individually and then work collaboratively with peers for a second portion of the assignment, have been shown to significantly improve student engagement and learning. In this session, we will discuss the logistics of implementing two-stage assignments during class meetings and exams/quizzes. Preliminary data on student learning and engagement suggest that students gain significantly from collaborating with peers on both exams and class activities.

*C. Classroom Design and the Future of Learning Wescoe 4018
Erin Ellis, KU Libraries, and Doug Ward, CTE/Journalism
The university has been adding collaborative classroom spaces as more instructors have adopted active learning techniques. In this session, we'll meet in one of the new classrooms in Wescoe Hall and talk about how physical spaces influence our approaches to teaching and learning. We'll also take a visual tour of other collaborative spaces around the university.

*D. What to Cut and What to Keep? Models for Balancing Course Content in   Wescoe 4020
    Research-Intensive Courses
Abbey Dvorak, Music Education & Music Therapy, and Kathryn Rhine, Anthropology
Research-intensive courses offer an opportunity for students to explore how knowledge is constructed in their disciplines and to begin to think like researchers. However, incorporating research into the classroom is no easy task and requires considerable investment of class time in order to scaffold the skills students need to complete their projects. This session will offer some models and strategies for successfully balancing the demands of research-intensive courses with required class content. Participants will hear some examples of course research projects and get tips about scaling research projects to the amount of class time you have available.

*E. Getting Students to Practice What You Teach: Best Practices in Experiential   Wescoe 4025
    Learning
Darren Canady, English; Shannon Criss and Nils Gore, Architecture; Jomella Watson-Thompson, Applied Behavioral Sciences
Though the term "experiential learning" might seem like a recent buzzword in higher education, it actually covers a wide range of educational experiences that faculty have been encouraging their students to participate in for decades. This session will explore a variety of ways that faculty can get students to apply what they learn in the classroom to real-world settings and offer some best practices to ensure that students learn the most from these experiences. Faculty panelists will share their experiences in undergraduate research, study abroad, and service learning, and provide examples to show how recommended best practices can be implemented.

*F. Nested Mentoring: Integrating Undergraduate Scholars into Our Research   Wescoe 4034
    and into Academe
Shannon Portillo and Renee Dinsmore, School of Public Affairs & Administration
This presentation will focus on integrating undergraduate students into research inside and outside of the classroom. We will describe our experience using a nested mentoring model to engage with undergraduate students in social science research, and engage with the audience to discuss strategies for success. We focus on scaffolding skills and contributions to the project, so students and faculty have positive experiences engaging with undergraduates on research. We will provide an overview of our process, including examples of student work, then open to a discussion with participants.

*G. Considering Open Educational Resources as an Alternative to High-Cost   Wescoe 4040
    Required Textbooks
Robert Hanzlik, Medicinal Chemistry; Carmen Orth-Alfie and John Stratton, KU Libraries
The panel will present information on the rising cost of course textbooks and will pose alternatives to such texts, chiefly open educational resources (OER). OER, including open textbooks, are free to students and instructors to download, copy, print, and reuse. Significantly, they are free of copyright restrictions. KU Libraries recently joined the Open Textbook Network (OTN), participating with several other research universities, to gain more information to share with interested faculty on campus.

*H. Using Blackboard for Course and Assessment Needs   Wescoe 4051
Marilu Goodyear, School of Public Affairs & Administration; Ann Lindbloom, IT; Lorie Vanchena, Germanic Languages & Literatures; Ying Xiong, CTE
When you use Blackboard to collect and grade assignments/tests, tools are available to help turn your rubric or test data into meaningful assessment data for various purposes (student learning diagnosis, course redesign, KU Core Review, and/or program assessment). This session will share examples of those tools for data collection from individual courses, multi-session courses, or multiple courses by the German department, Public Affairs and Administration, and other individual faculty members.

I.   Strategies for Teaching Non-Native Speakers   Wescoe 4067
Ali Brox and Bob Hagen, Environmental Studies
In this session, we will discuss some of the challenges and opportunities encountered when teaching non-native speakers in introductory courses. We will share results from our experiences developing a new series of interdisciplinary Environmental Studies courses for the KU Academic Accelerator Program. We will describe teaching strategies and assignments that have worked well in our courses. We will also share information about some of the campus resources that have been helpful to us.

J. Using Active and Engaged Learning to Pursue Equity in Educational Success   Wescoe 4076
Dan Bernstein, Psychology
The session will begin with a brief summary of evidence about the relative participation and success rates of different groups of students in American higher education. We will then unpack two national examples of innovative teaching that greatly diminished differential success by raising the level of performance of groups of students who typically do not fare well. Participants will then discuss specific plans for preparing students for an assignment in their own courses that would take advantage of the learning processes demonstrated in the two examples. Finally the group will comment on a distinction made by some scholars between equality and equity in higher education outcomes.

K. Responding to Workplace Needs in Designing Graduate Programs in the   Wescoe 4002
Life Sciences
Michael Parmely, Microbiology, Molecular Genetics & Immunology, School of Medicine;
Mark Jakubauskas, Environmental Studies, Edwards Campus
The design and content of many graduate education programs in the life sciences more often reflect traditional disciplinary content, values, and boundaries than an understanding of the needs of employers, especially those of the non-academic private sector. This session will discuss strategies for designing educational programs in the life sciences that align graduation competencies (knowledge, skills, and professional attributes) with the needs of future employers. The session will also examine approaches to program review that ensure continuous improvement based on metrics of graduate success in the workplace.

10:55–11:35   BREAKOUT SESSIONS II

This session, first offered during Breakout I, will repeat at this time:

K. Responding to Workplace Needs in Designing Graduate Programs in Life Sciences   Wescoe 4002

These sessions are new during Breakout II; those marked * will be offered only once:

*L. GENERATE: Student Motivation   Wescoe 4018
Doug Ward, CTE/Journalism
Motivated students learn more and earn better grades than their non-motivated counterparts. They are more likely to stick with their coursework semester to semester and ultimately to graduate. Much of that motivation must come from within, but instructors and advisors play a crucial role. In this GENERATE session, we'll take on a question that has vexed every instructor at some point: How can we motivate students to learn in class, outside class, and online?

*M. GENERATE: Discussing Sensitive Issues   Wescoe 4034
Nate Thomas, Diversity & Equity
With new uses of social media, issues of diversity move quickly and eventually become topics in classrooms. For marginalized students, issues in the media impact the perception of whether their campus is inclusive and safe. Some of the key questions we'll discuss in this session include: How do you address/promote healthy cross-cultural communication and conflict resolution during classroom discussions? What do you believe are some good ground rules to promote a healthy dialogue around difficult issues in the classroom?

*N. Doing More Than Just the Dishes: Bringing Undergraduates into the Research   Wescoe 4023
Process
Paula Fite, Clinical Child Psychology; Jeffrey Hall, Communication Studies; Audrey Lamb,
Molecular Biosciences; Jonathan Lamb, English
Having students assist in faculty research projects has many benefits, but it also raises questions about how to balance the goals of ensuring student learning and the quality of the research. This session will prompt participants to consider how they can go about dividing their research into meaningful chunks for undergraduates to work on. Participants will leave with some concrete tips and considerations that they can incorporate into their own mentoring practices.

*O. Resources to Address Student Behaviors   Wescoe 4035
Lance Watson, Student Affairs
KU students are expected to conduct themselves in an appropriate manner both in and out of the classroom. However, many students are at key developmental periods in their lives where they are learning what age-appropriate behavior in an academic setting really means. Some students are not always savvy to our expectations and how their actions may be construed. The role of Student Affairs at KU is to help with the personal and professional development of students. To that end, we are also a resource to faculty who may not be sure how to address concerning student behaviors. In this session, we will share the resources and programmatic efforts available through Student Affairs to assist faculty when they face a difficult situation with a student. This presentation will consist of information sharing, plus time devoted to specific questions and case studies from past faculty experiences.

*P. Honors Courses: Incubators of Ideas for All Classes   Wescoe 4041
Anne Dotter, Honors Program, and Michael Vitevitch, Psychology
Honors courses have been described as emphasizing active learning and student-driven pedagogies more than non-Honors versions of the same course. As more and more courses across campus are being re-designed to be more engaging and emphasize student-motivated learning, how can Honors versions of a course still remain distinct from the non-Honors versions of a course? The "alternative final exam" from PSYC 105 General Psychology (both the honors and non-honors version of this course have been significantly redesigned) will serve as a starting point for an open discussion about ways to develop challenging Honors courses.

*Q. Promoting Student Buy-In with New Teaching Strategies   Wescoe 4043
Andrea Greenhoot, CTE/Psychology; Dan Hirmas, Geography; Amy Rossomondo, Spanish & Portuguese
Are you interested in trying something new in your course, but wondering how students will respond? This session focuses on strategies for introducing students to instructional methods that may be new to them, or to you. We will share ideas from a variety of disciplines for framing student expectations, promoting engagement, and creating a positive climate for teaching and learning innovations.

R.   3D Printing for Teaching & Learning: Educational Applications & Case Studies   Wescoe 4007
Wendy Hildenbrand and Dory Sabata, Occupational Therapy Education; David Antonacci, Teaching & Learning Technologies, Medical Center
In this session, we invite you to discuss how 3D printing could enhance teaching and learning in your courses. Presenters will discuss how 3D printing is being introduced to Occupational Therapy students as a medium for possibly developing affordable assistive devices, individualizing prosthetics, and informing accessible design. Additionally, we will consider pragmatic, safety, and ethical issues associated with this technology trend. Session topics include: Brief overview of 3D printing process, four major educational applications, and examples from Occupational Therapy Education.

S.   Developing Cultural and Global Awareness in Students: Creating Opportunities   Wescoe 4051
for International Engagement
Hyesun Cho and Lizette Peter, Curriculum & Teaching; Mary Klayder, English; Alexis McKinley Jones and Angela Perryman, Study Abroad; Holly Storkel, Speech-Language-Hearing
In this session, various models of study abroad programming (including faculty-led, internship/practicum, and semester-long exchange options) will be introduced. Faculty panelists will share best practices on the selection of appropriate program models for their unit and desired learning objectives, factors in successful program design and delivery, as well as effective ways of engaging students in these international activities. Session participants will gain an understanding of the diversity of international opportunities, how unit-specific educational goals and learning outcomes can be achieved through study abroad programming, and the respective roles of the Office of Study Abroad, the academic department, and the individual faculty member(s) in creating new international initiatives and activities for their students.

T.   Leveraging the Active Learning Classroom to Disseminate Student Work   Wescoe 4020
Chito Belchez, David Martin and Elizabeth Young, Nursing; Julie Zimmerman, KUMC Libraries
The use of Journal Clubs is a well-known activity among many professional groups. Journal Clubs can also be used in classroom settings with students. One usage of this occurred in the School of Nursing where a group of seven senior nursing students posted an article review on the PubMed website. This presentation will describe how the faculty designed, implemented, and evaluated the journal club

activity in this course. The presentation will also identify how these activities lead to some unintended results including developing a spirit of teamwork amongst the teams in this class and the class as a whole, enhancing critical thinking ability, overcoming a natural fear of dissemination, becoming a written content reviewer, and expressing ideas using formal writing skills.

U. No More Finals: Replacing the Traditional Final Exam   Wescoe 4033
Susan Marshall and Marsha McCartney, Psychology; Alison Olcott-Marshall, Geology
Are you as tired of grading final exams as your students are of taking them? In this workshop we will discuss two recently implemented examples of alternative final exams, and then guide you through the process of creating your own.

11:45–12:25   BREAKOUT SESSIONS III

These sessions are new during Breakout III:

V. GENERATE: Making Teaching and Learning Fun   Wescoe 4043
Andrea Greenhoot, CTE/Psychology, and Mills Kelly, George Mason University
This session focuses on the question of how to bring fun and playfulness into our teaching while helping students achieve high-end learning outcomes. The goal is to identify ideas to simultaneously energize our teaching and spark curiosity and learning in our students. We will also consider implementation strategies for particularly challenging course contexts, such as large or required courses.

W. Team-Based Learning: Fostering Engaged Learning, Out-of-Class Preparation,   Wescoe 4008
and Collaborative Skills in Graduate Courses
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.

X. Rethinking an Undergraduate Curriculum: Identifying Learning Outcomes and   Wescoe 4023
Developing Tracks
Jeffrey Hall and Tracy Russo, Communication Studies
Redesigning the undergraduate curriculum requires a careful balance of internal resources and external demands. In the last three years, the Communication Studies department redesigned the entire undergraduate curriculum. If your department is considering a small change or a total overhaul, this breakout session will address how to move from broad department teaching objectives to curricular development (including capstone) and assessment.

Y. All the Time in the World: Fitting Service Learning into Your Course   Wescoe 4025
Tyler Galloway, Design; Susan Harvey, Health, Sport & Exercise Science; Linda Dixon,
Center for Civic & Social Responsibility
Service learning is a high-impact teaching method that supports engaged, meaningful learning through service with the community. The perception that adding service requires significant changes to methods or content can deter faculty and instructors from using this pedagogy. This session will discuss how to integrate service learning into a class so that it enhances and reinforces the key learning outcomes rather than being an add-on to existing requirements. CCSR staff will overview service learning, and faculty members will share their experiences of integrating service into their courses.

Z. Diagramming, Scaffolding, and Transforming the Architecture Curriculum   Wescoe 4040
Jae Chang, Shannon Criss, Paola Sanguinetti and Hugo Sheward, Architecture
A new model is presented for the sequence of courses that supports the curricular core. The first course in the sequence is restructured to be hybrid, flipped, and collaborative. A new course is created to end the sequence. Examples of student work are shared, with emphasis on learning through visualization techniques, diagramming, and modeling. Lessons learned and next steps are discussed.

These sessions will repeat during this time:

R. 3D Printing for Teaching & Learning: Educational Applications & Case Studies   Wescoe 4007

S. Developing Cultural & Global Awareness: Creating Opportunities for Int. Engagement   Wescoe 4051

T. Leveraging the Active Learning Classroom to Disseminate Student Work   Wescoe 4020

U. No More Finals: Replacing the Traditional Final Exam   Wescoe 4033

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

I. Strategies for Teaching Non-Native Speakers   Wescoe 4067

J. Using Active and Engaged Learning to Pursue Equity in Educational Success   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:

Domestic and International Diversity—*Susan Gronbeck-Tedesco, Nate Thomas*   Wescoe 4034

Assessment Q&A—*Phil Baringer, Lizette Peter, Ying Xiong*   Wescoe 4035

Teaching and Technology—*Mills Kelly, Doug Ward*   Wescoe 4040

Mentoring Graduate Students—*Marta Caminero-Santangelo, Mike Roberts*   Wescoe 4041

Resources for Course Transformation—*Andrea Greenhoot, Chris Haufler, Julie Loats*   Wescoe 4043

C21 Working Lunch (12:30–2:00)—*Mark Mort, Marsha McCartney*   Budig 135

Thanks to the Center for Civic and Social Responsibility, The Commons, IT Client Consulting, KU Libraries, Lied Center, Spencer Museum of Art, and the Writing Center for participating in the Info Fair. And special thanks to Lawerence's own Fresh Coffee Roastery for donating a door prize!

BREAKOUTS SUMMARY

Room	Breakout I: 10:05–10:45	Breakout II: 10:55–11:35	Breakout III: 11:45–12:25
4002	K. Workplace Needs	K. Workplace Needs	
4007	B. Two-Stage, Collab Exams	R. 3D Printing	R. 3D Printing
4008	A. Graduate Courses		W. Team-Based Learning
4018	C. Classroom Design	L. Student Motivation	
4020	D. What to Cut, What to Keep	T. Leveraging Active Learning	T. Leveraging Active Learning
4023		N. More Than the Dishes	X. Rethinking Curriculum
4025	E. Experiential Learning		Y. Service Learning
4033		U. No More Finals	U. No More Finals
4034	F. Nested Mentoring	M. Discussing Sensitive Issues	
4035		O. Student Behaviors	
4040	G. Open Ed Resources		Z. Transforming Curriculum
4041		P. Honors Courses	
4043		Q. Promoting Student Buy-In	V. Making Teaching Fun
4051	H. Blackboard for Assessment	S. Cultural & Global Awareness	S. Cultural & Global Awareness
4067	I. Teaching Non-Native Speakers		I. Teaching Non-Native Speakers
4076	J. Equity in Educational Success		J. Equity in Educational Success