

KU TEACHING SUMMIT

Learning from (with) Our Students

August 17, 2017

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 Robert Simari, Interim Executive Vice Chancellor
- 8:40–8:50** **Teaching Recognition**
Doug Girod, Chancellor; Robert Simari; and Neeli Bendapudi, EVC & Provost
- 8:50–9:35** **Opening Plenary**
Randy Bass, Georgetown University
“Whole Person Learning and the Evolution of Higher Education”
This is a critical time for universities to rethink how breadth, depth and integration of information and knowledge should shape the learning experience for our students. If we were designing higher education from scratch, it would no doubt have a much different look than it does today, given how much more we know about learning, the expanding population of students entering colleges and universities, the global digital ecosystem, and the challenges that lay ahead for our graduates. This talk will look at how the new learning ecosystem gives us an unprecedented opportunity to design course-based learning environments that address the whole person, bridge liberal and professional education, and help students become agents of positive change. The session will also explore how faculty can engage students in designing their own learning experiences, help them connect theory to practice, and prepare for a world of uncertainty.
- 9:35–9:50** **Door Prizes**
- 9:50–10:05** **Break** — Coffee and refreshments are available on the 4th floor of Wescoe
- 10:05–10:45** **BREAKOUT SESSIONS I**
- The first two sessions (marked *) will be offered only one time.**
- *A. Understanding Our Students: Implications for Teaching and Learning** Wescoe 4051
DeAngela Burns-Wallace, Undergraduate Studies
The experiences and perspectives our students bring to the University have an impact on their learning and performance. In this session, we will consider data on student characteristics, such as first generation and low income status, and the implications for teaching practices and curricular design. Discussion will focus on strategies that faculty can use to foster progress and success for all learners.
- *B. Teaching as Research: Considerations, Opportunities, and Examples** Wescoe 4076
Carl Luchies, Mechanical Engineering; Molly McVey, CEA Engineering
This session will highlight the opportunity to take your work in the classroom and turn it into research publications and/or conference proceedings. Considerations including IRB approval, research design, and analysis (mapping and tracking learning objective performance, course observations, downstream course performance) will be discussed. In addition, a recently published example from within the School of Engineering will be discussed: an analysis of the impact of Team-Based Learning.

- C. Case-Based Collaborative Learning (CBCL) Demonstration: How Active Can Learning Get?** Wescoe 4002
Scott Moser, Family & Community Medicine; Brian Pate, Pediatrics; Medical students Eric Acosta, Debra Diepenbrock, Jordan Stiverson, & Marissa Weaver
 Case-Based Collaborative Learning (CBCL) is an active learning method that incorporates elements of team-based learning (TBL), problem-based learning (PBL), and case-based learning (CBL). We have introduced it into the medical school curriculum, and it could be adapted to a wide variety of situations where students need to apply their learning to complex situations or systems. Our live demonstration will offer a dialogue between participants, a faculty facilitator, experienced students, and a curriculum administrator to yield a multi-perspective conversation regarding the potential use of this instructional method.
- D. Integrating Diversity Equity & Inclusion (DE&I) into Course Design and Delivery: Insights from Four 2016-2017 CTE Diversity Scholars** Wescoe 4040
Jody Brook, Social Welfare; Carrie La Voy, Curriculum & Teaching; Ward Lyles, Urban Planning; Lua Yuille, Law
 Join the conversation as four KU Diversity Scholars share their experiences participating in a year-long process focused on course redesign and attention to diversity, equity, and inclusion. Hear about how this work impacted their pedagogical thinking and influenced course redesign goals related to classroom climate and course assignments. Come prepared to break into smaller groups to discuss incorporating some of the shared ideas into your upcoming courses.
- E. Re-envisioning Collaborative Learning** Wescoe 4034
Cécile Accilien & Jessica Gerschultz, African & African-American Studies
 In spring 2017, Cécile and Jessica co-taught a unit for several weeks as part of two separate courses, for which the two classes met to interact, learn from one another, and deepen their understanding of Africa, Cuba, and the African Diaspora. This collaborative and experiential learning project culminated in a student-curated exhibition at the Spencer Museum of Art, titled "Art, Identity, and Revolution in Africa and Cuba." Cécile and Jessica will discuss how this co-taught unit allowed students to engage with course content in various innovative ways, highlight the benefits and challenges of inclusive teaching and a collaboration-centered pedagogy, and brainstorm with colleagues about prospectives for co-teaching units in their own classes.
- F. The Active, Competency-Based, Excellence-Driven Curriculum** Wescoe 4007
Giulia Bonaminio, Medical Education & Family Medicine; Joseph Fontes, Biochemistry & Molecular Biology
 In this session we will describe the philosophy, structure and learning activities in the completely revised KU School of Medicine MD curriculum (the ACE Curriculum). During the discussion portion, we will discuss with participants the role of undergraduate education in preparing for the unique aspects of the ACE curriculum and strategize ways to help prepare pre-medical students for success in ACE.
- G. Teaching First-Year Students in the First Six Weeks** Wescoe 4023
Marie Brown, History; Sarah Crawford-Parker, Office of First-Year Experience; Alison Olcott Marshall, Geology
 National surveys of incoming students, as well as surveys of incoming KU students, reveal that students enter college very excited about their new educational opportunities and eager to engage with their new academic environment, but follow-up surveys at the end of the first-year often show that students have fallen short of where they had hoped to be. To prevent this gap between expectations and experience, the Office of First-Year Experience has built many best practices encouraging student engagement and a sense of belonging into Orientation and Hawk Week; however, once the semester begins, research has shown that for a first-year student to engage and succeed it is crucial that faculty members reinforce and continue messaging about belonging, academic expectations, and pathways to success. In this session, we will briefly explain what experiences and messages students have already received prior to the first day of class, and explore easy and effective inclusive teaching strategies that can be employed in the classroom during the first six weeks to reinforce belonging and promote academic engagement. We will offer a variety of approaches and suggestions, including things that have shown to be effective in First-Year Seminars and large lecture classes.

- H. Adaptation as Teaching Methodology and Subject** Wescoe 4018
Jane Barnette, Theatre; Darren Canady, English
How can you remain nimble as a teacher to respond to the changing needs of your students and our surrounding culture? Over the past three years, Jane and Darren have collaborated to create Authors and Adaptation, a course that combines their respective strengths in dramaturgy and playwriting to address the adaptation of material for the stage. In this session, we will discuss how adaptation emerged as not just our course subject but our teaching methodology, followed by a larger discussion about how these methods might apply to your pedagogy in your own field of study.
- I. Fostering Professional (and Graduate) Student Ownership: Partnering with Practitioners in Simulation Courses** Wescoe 4041
Virginia Harper Ho & Webb Hecker, Law
In many professional fields, students are expected to graduate not just with knowledge in their core field but with other analytical and practical skills that will help them “hit the ground running” at their first job. Expectations from employers and from accrediting bodies create new expectations that faculty can teach these “real life” skills in addition to more traditional subjects. Recognizing that most faculty are not particularly well-suited to teach these skills, some programs use clinical education or adjunct instructors to fill the gap. This discussion session introduces a third, innovative alternative that we have seen succeed in two new courses: teaming tenured faculty with practicing professionals to teach simulation courses in which students learn by actually doing.
- J. Helping Humanities Graduate Students Write for (in) the Professions** Wescoe 4043
Katie Batza, Women, Gender & Sexuality Studies; Laura Mielke, English
This breakout session will explore how we can foster greater graduate student ownership in the classroom through new approaches to writing assignments. By developing a wider variety of assignments, changing the pace of writing across the course of the semester, and reviewing with graduate students the variety of writing tasks within and adjacent to academia, we can also help students become more efficient and effective writers well in advance of tackling the thesis and early publication. The facilitators will share their experiences creating a variety of assignments that resemble professional genres other than the journal article. Participants will leave the breakout session with concrete ideas for expanding the writing repertoire in their graduate classes.
- K. What We Have Learned from Student Learning Online** Wescoe 4008
Luis Corteguera, History; Ann Schofield & Louisa Williams, Women, Gender, & Sexuality Studies; E-Lu Chen & Kim Glover, Center for Online & Distance Learning
Faculty will share what they have learned from teaching online the first time and discuss what tools and course designs may help others to improve and promote active learning with support from instructional designers. Ultimately, we hope colleagues will benefit from the discussion and develop an awareness of the tools and support available at KU for hybrid and online courses.
- L. Research in Capstone Courses** Wescoe 4025
Jeff Hall, Communication Studies; Lorie Vanchena, Germanic Languages & Literatures
This session will discuss different strategies and models for incorporating research into capstone courses. The presenters both took part in a faculty working group about research in capstone classes that met over the 2016–2017 academic year. Speakers will share challenges, benefits, and tips learned from the working group and invite participants to discuss what role research might play in the undergraduate curriculum in their departments.
- M. HELP! My Student Is in Crisis: Partnering with Student Affairs and Undergraduate Studies to Support Students of Concern and Their Needs** Wescoe 4033
Susan Klusmeier, Undergraduate Studies; Jennifer Wamelink & Lance Watson, Student Affairs
Have you ever worried about a student? Maybe they disclosed troubling information to you. Maybe they have been disruptive in class. Maybe they’ve not attended several classes and have failed to respond to your outreach. As a faculty member at KU, you have resources here to support you. This session will discuss the Student of Concern Review Team, the MySuccess tool, and other ways to partner with Student Affairs and Undergraduate Studies to help students.

10:55–11:35 BREAKOUT SESSIONS II

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

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| C. Case–Based Collaborative Learning (CBCL) Demonstration | Wescoe 4002 |
| D. Integrating Diversity Equity & Inclusion (DE&I) into Course Design and Delivery | Wescoe 4040 |
| E. Re–envisioning Collaborative Learning | Wescoe 4034 |
| F. The Active, Competency–Based, Excellence–Driven Curriculum | Wescoe 4007 |
| G. Teaching First–Year Students in the First Six Weeks | Wescoe 4023 |
| H. Adaptation as Teaching Methodology and Subject | Wescoe 4018 |

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

- *N. Empowering Students to be Self–Directed Learners** Wescoe 4043
Andrea Greenhoot, CTE/Psychology; Doug Ward, CTE/Journalism & Mass Communications
Most faculty would like their students to be self–directed learners, but many undergraduate students are still developing the necessary skills. In this session, we will explore how we can help our students become more intentional and autonomous learners, and deepen their learning in the process, by creating opportunities for them to monitor, reflect on, and take responsibility for their own learning. Participants will consider how to incorporate such practices into their own courses by fine–tuning existing assignments or developing new ones.
- *O. Source Credibility Common Assignments** Wescoe 4041
Peter Bobkowski, Journalism & Mass Communications; Joey Orr, Spencer Museum of Art; Callie Branstiter & Karna Younger, Libraries
In this session, we will present an assignment template for evaluating online sources that may be easily adapted to most undergraduate courses. We will provide a brief overview of the assignment and an example of how it may be used with KU’s Common Book. Attendees will customize the assignment to fit the needs of their courses. In addition to leaving with an assignment for their fall syllabi, instructors will gain insight into how they may guide students to critically judge credibility of sources.
- *P. Creating Alternative Media Assessments** Wescoe 4008
Stacey Vanderhurst, Women, Gender & Sexuality Studies; Ann Lindbloom, Center for Online & Distance Learning; Kelsie Nunnally, IT Educational Technology
Students increasingly make and share media online, and similar educational technology has been shown to encourage active student learning. How can we incorporate media–like elements into online courses and conventional classrooms? When might such items best replace traditional assignments like essays, tests, and quizzes? We will explore these questions for your own teaching by sharing lessons from our own experience incorporating VoiceThread into a fully online course.
- Q. Engaging Students as Co–creators of Their Learning Experiences** Wescoe 4051
Randy Bass, Georgetown University
In this interactive workshop, we will explore some concrete strategies as well as frameworks for engaging students in the design of their own learning experiences. In particular we will focus on the importance of what we might call “social pedagogies” (the role of an authentic audience), some ways to help students experience the metacognitive dimensions of thinking like an expert, and the role of integrative tools, such as eportfolios, in helping students make integrative connections among learning experiences.
- R. Designing Assessable Assignments for KU Core Courses** Wescoe 4076
Christopher Fischer, Physics & Astronomy; Alison Olcott Marshall, Geology; Sean Seyer, Humanities & Western Civilizations
This session focuses on how to create and integrate assignments into your class that are assessable for a KU Core goal while also meaningful for learning goals of the class. We will discuss various ways we have incorporated KU Core goal assessment into new or existing classes, and the importance of backwards (re)designing your course to encompass the Core goals. With this approach, Core assessment will become a logical outcome of your course’s goals rather than an added extraneous element.

S. Mentoring Across Differences with First-Year Students: Lessons Learned from the Emerging Scholars Program Wescoe 4035
Terri Friedline, Social Welfare; Brittany Melton, Pharmacy Practice; Nikki Perry, Center for Undergraduate Research
 While we have had many conversations about bringing inclusive teaching practices into classrooms, there have been fewer conversations about bringing inclusive practices into mentoring students in one-on-one situations. This panel will discuss some lessons learned in mentoring across differences through the Emerging Scholars Program, which pairs first-year, low-income students with faculty members to work as paid research assistants. The panel will share their experiences mentoring in the program and common areas where students struggled. Participants will work with the panel to identify potential issues in mentoring and strategies to support students from low-income backgrounds.

T. Navigating a New Reality: Research Skills of International Graduate Students Wescoe 4012
Betsaida Reyes, Libraries
 The purpose of this session is to describe international students' approach to research here at KU. This session will be based heavily on students' perspectives. The discussion will center on the following questions: What challenges are they facing? How are they navigating US expectations of academic success with their previous knowledge on how to conduct research? What tools or resources are teaching faculty using to bridge the gap and help students succeed?

11:45-12:25 BREAKOUT SESSIONS III

These sessions will repeat during this time:

- Q. Engaging Students as Co-creators of Their Learning Experiences Wescoe 4051
- R. Designing Assessable Assignments for KU Core Courses Wescoe 4076
- S. Mentoring Across Differences with First-Year Students Wescoe 4035
- T. Navigating a New Reality: Research Skills of International Graduate Students Wescoe 4012

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

- I. Fostering Professional (and Graduate) Student Ownership Wescoe 4041
- J. Helping Humanities Graduate Students Write for (in) the Professions Wescoe 4043
- K. What We Have Learned from Student Learning Online Wescoe 4008
- L. Research in Capstone Courses Wescoe 4025
- M. HELP! My Student Is in Crisis Wescoe 4033

These sessions are new during Breakout III:

- U. Diversity, Equity, and Inclusion (DEI) in Course Climate, Pedagogy, and Content: A Self-Assessment Tool for Instructors** Wescoe 4040
Ward Lyles, Urban Planning
 Creating an inclusive and equitable climate for learning in diverse classrooms is an important but often overlooked aspect of developing a syllabus and conducting a successful course. In 2016-17, colleagues and I consolidated and extended existing resources to create an easy-to-use tool for self-evaluating teaching when it comes to DEI in course climate, course pedagogy, and content. This session introduces the tool and explains how it can be used to advance DEI at KU. We will walk through an example of using the self-audit tool with sample syllabi.
- V. The Forgotten Student: Strengthening Community College Transfer Student Engagement and Learning** Wescoe 4034
Benjamin Wolfe & Steve Werninger, Academic Support Center
 Transfer students from 2YCs bring a rich diversity of racial, ethnic, cultural identity, socioeconomic background, and age, and can serve to broaden participation from underrepresented students in universities. This session aims to facilitate a broad discussion of examples and best practices that facilitate transfer student learning and retention across all disciplines. Focus will be on tactical and tangible strategies that cut across discipline boundaries.

W. Interdisciplinary Approaches to the KU Common Book Wescoe 4023
Sheila Bonner, American Studies; Meggie Mapes, Communication Studies; Mary Jo Reiff, English; Howard Graham, Office of First-Year Experience
 In this session, participants will learn how colleagues have taken innovative approaches to incorporating common books into their classes. We will share assignments, plans and ideas for a range of fall 2017 courses. This session will help faculty understand the role that the Common Book plays at the University and will introduce them to possibilities for using these books in their courses.

X. A Collaborative Approach to Instructional Development Wescoe 4007
Marina Greene, Carolyn Heacock, Summer Peixoto, Melissa Stamer Peterson & Baiba Sedriks, Applied English Center
 Strong teaching is the result of informed practices. In this session, participants will discuss methods they have used to gain insights about their own teaching, learn about a peer observation process developed by a group of English for Academic Purposes instructors from the Applied English Center, and have an opportunity to explore approaches they could implement to improve their own teaching.

12:30–1:00 LUNCH DIALOGUES 4th floor Wescoe hallway

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

- Chancellor Girod**, Lawrence & Medical Center campuses Wescoe 4033
- Carl Lejuez & Paul Atchley**, College of Liberal Arts & Sciences Wescoe 4034
- Nelda Godfrey**, School of Nursing Wescoe 4035
- Doug Ward & Julie Loats**, Online learning & technology Wescoe 4040
- Randy Bass & Andrea Greenhoot**, Keynote follow-up Wescoe 4043

Thanks to the Center for Online and Distance Learning, Center for Service Learning, The Commons, Honors Program, IT Client Consulting, KU Libraries, Lied Center, Spencer Museum of Art, and Undergraduate Research for participating in the Info Fair.

BREAKOUTS SUMMARY

<u>Room</u>	<u>Breakout I: 10:05–10:45</u>	<u>Breakout II: 10:55–11:35</u>	<u>Breakout III: 11:45–12:25</u>
4002	C. CBCL Demonstration	C. CBCL Demonstration	
4007	F. The ACE Curriculum	F. The ACE Curriculum	X. Collaborative Inst Development
4008	K. Student Learning Online	P. Alt Media Assignments	K. Student Learning Online
4012		T. Research Skills of Int Grads	T. Research Skills of Int Grads
4018	H. Adaptation as Method/Subj	H. Adaptation as Method/Subj	
4023	G. Teaching First–Yr Students	G. Teaching First–Yr Students	W. Approaches to Common Book
4025	L. Research in Capstone Crs		L. Research in Capstone Crs
4033	M. Help! Student in Crisis		M. Help! Student in Crisis
4034	E. Collaborative Learning	E. Collaborative Learning	V. The Forgotten Student
4035		S. Emerging Scholars Program	S. Emerging Scholars Program
4040	D. Integrating DEI	D. Integrating DEI	U. DEI Self–Assessment Tool
4041	I. Fostering Student Ownership	O. Source Credibility	I. Fostering Student Ownership
4043	J. Humanities Grad Students	N. Self–Directed Learners	J. Humanities Grad Students
4051	A. Understanding Our Students	Q. Co–Creators of Learning	Q. Co–Creators of Learning
4076	B. Teaching as Research	R. Assignments for KU Core	R. Assignments for KU Core

Please complete an evaluation form at <https://cte.ku.edu/ku-summit-2017-evaluations>. Your feedback is very important; we'll use it when we plan the next Teaching Summit. Thank you!