

KU TEACHING SUMMIT

Why Higher Education: Expanding Our Vision of Undergraduate and Graduate Education

August 22, 2019

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

- 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 Follmer Greenhoot, CTE Director, and Robert Simari, Executive Vice Chancellor
- 8:40–8:50 Teaching Recognition**
Doug Girod, Chancellor; Robert Simari; and Carl Lejuez, Interim EVC & Provost
- 8:50–9:35 Opening Plenary**
Ann E. Austin, Michigan State University
Education for What? Preparing Our Undergraduate and Graduate Students for a Dynamic and Changing World
In this talk, Austin will reflect on changes in the world of work that our students are preparing to enter, and will ask what abilities and competencies our undergraduate and graduate students need to develop. She will invite Summit participants to consider ways to engage in conversation and planning at the program and department levels to grapple with learning outcomes and processes that best prepare our students within the context of a changing and dynamic world.
- 9:35–9:50 Door Prizes**
- 9:50–10:05 Break** — Coffee and refreshments are available on the 4th floor of Wescoe

BREAKOUTS

Breakouts align with five conference tracks; check the key word after the breakout title for the track:

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| Beyond Content: Skills, Innovation, Creativity (BC) | Using Inquiry to Improve Learning (Inquiry) |
| Innovations in Graduate Education & Mentoring (Graduate) | Bring Your Own Topic (BYO) |
| Creating an Inclusive & Engaging Climate for Learning (Climate) | |

10:05–10:45 BREAKOUT SESSIONS I

Sessions marked * (A–F) will be offered only one time.

- *A. Using Peer Review for Less Grading (for You) and Better Learning (for Students)** (BC) Wescoe 4002
Crystal Burkhardt & Ashley Crawl, Pharmacy Practice
Peer review is a timesaving strategy that, if planned effectively, can be of benefit for both the instructor and the learner. Proper training is essential for these benefits to be realized. This session will walk through an example of developing a process to implement a peer review learning experience in a large classroom on two separate campuses. Strengths and weaknesses of the assignment and structure will be discussed to provide insight for you to consider what role this might play in your course development.
- *B. Teaching Critical Thinking About Information Sources** (BC) Wescoe 4076
Peter Bobkowski, Journalism & Mass Communications; Marie Brown, History; Cameron Piercy, Communication Studies
The ability to think critically about information sources cuts across disciplines and constitutes an essential skill of informed adulthood. We contend that careful analysis of imperfect sources can yield deeper understandings of this topic. In this session, we will present activities we use to nudge students into a critical and constructive stance and help participants design a critical thinking activity for their classes.

- *C. Using the Research Cycle to Frame Your Assignments (BC)** Wescoe 4008
Alison Olcott & Nikki Perry, Center for Undergraduate Research
 Incorporating undergraduate research into classes is a great way to scale up the number of students who have the opportunity to do research. However, incorporating a full-fledged research project into a class can seem overwhelming. CUR has been using the Research Cycle with faculty to help them break down the process and decide which aspects of research are really important for student learning in a particular course. Come to this session to hear examples of how faculty have used the Research Cycle to frame assignments for their courses and refine the learning outcomes for research assignments in your class.
- *D. How Engaged Beginnings and Middles Build Toward Meaningful Ends (Inquiry)** Wescoe 4025
Sarah Jen, Social Welfare; Doug Ward, CTE/Journalism & Mass Communications
 Gathering and acting on student feedback throughout the semester has many benefits. It improves student-instructor interaction and rapport while enhancing class engagement. It also helps students see that their feedback matters, encouraging them to provide thoughtful comments at the end of the course. In this workshop, we will ask participants to consider ways that instructors can gather meaningful information from students, provide opportunities for self-assessment, and use that feedback to foster sense of ownership over course content and empower students as self-directed learners.
- *E. Life Happens: Design Your Course to Address Student Needs (Climate)** Wescoe 4051
Rachel Auten, Student Affairs; Deb Meyer, Academic Achievement & Access Center; Stephanie Craig & Sean Smith, Special Education
 Planning for the variability of all our learners take thoughtful design. Recognizing barriers that might present challenges for all learners is key to our instructional planning. This session will focus on how faculty can design instructional experiences that plan for all KU learners. We will share tips, tools, strategies, and resources to thoughtfully plan for our students at the margins as well as their peers.
- *F. Scaffolding 2.0: Lesson Enhancement for International Student Success (Climate)** Wescoe 4041
Emily Clark & Monica McCuiston, Applied English Center
 In this session, presenters will highlight best practices for meeting the needs of an international student population. Based on their professional experience with English-language learners, presenters will briefly provide strategies and examples for scaffolding (structuring) activities before, during, and after instruction. Together participants will workshop ways to enhance or refresh a current lesson or activity.
- G. Improving Clinical Judgment with In-Class Simulations (BC)** Wescoe 4007
Laura Klenke-Borgmann, Nursing
 This session will describe the use of in-class simulations as a teaching strategy in the classroom. This strategy addresses the theory-practice gap that exists for many new graduates in healthcare. It brings the “real world” in and contextualizes the didactic content for students by offering experiential learning opportunities in the classroom.
- H. Enhancing Student Outcomes Through Educational Research (Graduate)** Wescoe 4033
Steve Jernigan & Jason Rucker, Physical Therapy & Rehabilitation Science
 Educational research can be beneficial for improving student outcomes and developing faculty. During this session, participants will learn about one department’s approach to establishing an educational research laboratory and how it is impacting learners and faculty, while being encouraged to consider their own educational research journeys. Small and large group discussion will be facilitated around important topics relevant to educational research.
- I. Using Team-Based Learning to Improve Student Engagement and Learning (Climate)** Wescoe 4040
Carl Luchies, Mechanical Engineering, & Molly McVey, School of Engineering
 During this interactive session, experienced team-based learning (TBL) instructors will present the four pillars of team-based learning, as well as an example of a class that utilizes TBL. While the example highlighted is an engineering class, TBL has been successfully applied across many disciplines. Therefore, it is our goal that the session will spark creative discussions about the ways TBL may be implemented within each participant’s discipline.

- J. Design Thinking: Student-Centered Teaching Via Empathy and Storytelling** (BC/Grad) Wescoe 4012
Yvonne Chen, Journalism & Mass Communications; Hannah Park, Design
 Design thinking, a creative and human-centered problem-solving method, can enrich pedagogical practices and enhance educators' ability to empathize with learners. In this hands-on workshop, participants will consider students' attitudes and behaviors and pinpoint knowledge gaps that may interfere with student learning through daily journey mapping (a design thinking exercise that maps users' daily routine). We will also share how we pilot-tested these techniques in a graduate-level pedagogy course and discuss ways to incorporate ideas generated from these exercises into syllabus and assignment design.
- K. Development of a Longitudinal, Overarching Curricular Assessment** (Inquiry) Wescoe 4034
Scarlett Morris & Stacia Troshynski Brown, Physical Therapy & Rehabilitation Science
 This presentation will describe the development and implementation process of an overarching, longitudinal curricular rubric used in the DPT program at the Medical Center. Objectives of this rubric will be highlighted and include early identification of at-risk learners, ability to consistently quantify and easily track student progression in four key domains, and gain a big picture view of the longitudinal development of learners at several timepoints during the program. Additionally, we will share some of the unanticipated benefits and challenges that were experienced and how they were approached along the way.
- L. What to Do When the Talk Gets REAL: Responding to and Engaging in Difficult Dialogue in the Classroom** (Climate) Wescoe 4043
Jody Brook, Social Welfare; Ward Lyles, Urban Planning; Jennifer Ng, Diversity & Equity
 Whether through current events, course topics, or changing environmental contexts—difficult conversations often arise in the classroom and in online forums. Learning to strategize for these challenges can help to facilitate intellectual growth for students and reduce instructor anxiety about potential disruptions. This session will provide attendees with key information that can help create a positive climate. Even if difficult dialogue emerges unexpectedly, there are actions that instructors can take to intervene to promote learning and provide a forum for meaningful discourse. These actions will be discussed and participants will leave the session with concrete ideas about how to implement content into their teaching.
- M. Objective-Based Grading: Better for Your Students and Better for You** (BYO) Wescoe 4023
Chris Fischer, Jennifer Delgado & Sarah LeGresley Rush, Physics & Astronomy
 We will discuss the benefits of using objective-based grading. Since implementing it in our introductory physics courses, we have seen improvement in student grades and a decrease in DFW rates without sacrificing course rigor. We've also seen that first generation students, women, and URM students benefited the most when we switched to this grading format. Finally, using objective-based grading can also make course assessment (for KU Core assessment and/or degree level assessment) easier for you.

10:55–11:35 BREAKOUT SESSIONS II

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

- G. Improving Clinical Judgment with In-Class Simulations Wescoe 4007
 H. Enhancing Student Outcomes Through Educational Research Wescoe 4033
 I. Using Team-Based Learning to Improve Student Engagement and Learning Wescoe 4040

These sessions are new during Breakout II; those marked * (N-R) will be offered only once:

- *N. A Framework for Identifying Learning Outcomes for Contemporary Doctoral Education** (Graduate) Wescoe 4035
Ann Austin, Michigan State University
 Across the country, conversations are developing about the importance of preparing doctoral students for a range of career options. In this discussion, we will consider a framework that outlines a set of key competency areas and related implications for effective doctoral programs. The session will provide provocative ideas for those interested in doctoral education learning outcomes and the kinds of experiences that support those intended outcomes.

- *O. Making the Jump from Course- to Curriculum-Level Innovation (with Support from the CTE) (Inquiry)** Wescoe 4034
Andrea Follmer Greenhoot, CTE/Psychology; Josh Potter, CTE
This session will show faculty how to broaden the impact of their teaching by exploring the ways in which their individual courses contribute to students' growth and discovery throughout their program's curriculum overall. Participants will engage with examples of curriculum-level thinking and innovation, and they will have the opportunity to learn about the types of support and tools CTE will offer in a new stipend-supported curriculum innovation program to be launched this fall.
- *P. Intercultural Competence for Educators (Climate)** Wescoe 4043
Megan Greene, History & International Programs; Joe Potts & Alison Watkins, International Affairs
How do we successfully teach students who come from a culture or cultures other than our own? Developing our own intercultural competence entails cultivating certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that underlie effective cross-cultural, culturally responsive teaching. Session participants will use reflection and problem-solving activities to think about their own intercultural competency skills as they relate to teaching international students.
- *Q. Fostering Critical Engagement + Creativity Through Digital Humanities Projects (BC)** Wescoe 4008
Rebekah Aycock, American Studies; Sarah Bishop, Institute for Digital Research in the Humanities; An Sasala, Film & Media Studies
This session outlines two case studies for implementing a critical digital pedagogy in the humanities classroom. Session facilitators will discuss how they utilized digital tools and platforms in their courses to encourage students to think critically about course content and digital technologies. We will discuss how to write and scaffold digital assignments, share rubrics for evaluating student work created using digital tools, and identify resources for KU faculty interested in digital pedagogy. This session will be useful for faculty interested in creating digital assignments; no prior technical skill required.
- *R. Addressing Concerning Student Behavior: The Intersections of Academic and Non-Academic Misconduct (BYO)** Wescoe 4023
Katie Treadwell & Jennifer Wamelink, Student Affairs
You are not alone if you have ever had a student exhibit difficult, concerning, or worrisome behavior in the classroom, online, or through other communications with you. We are here to help you prepare for these situations in advance so that you are more confident and informed about your resources before an incident occurs. Through case studies and open discussion, this session will provide strategies and tools for engaging with students experiencing behavioral health concerns, managing significant life challenges, or displaying unusual and concerning behavior.
- S. Igniting Community-Engaged Learning and Teaching (BC)** Wescoe 4002
Emily Eddins Rountree, Center for Service Learning; Susan Harvey, Health, Sport & Exercise Science; Jomella Watson-Thompson, Applied Behavioral Sciences
Service learning gets students involved in thinking creatively in the context of real-world issues for how to address pressing community needs in partnership with community organizations. In this session, community-engaged teaching and service-learning will be illuminated by four brief Ignite-style presentations, each highlighting diverse pedagogical approaches, disciplines, and community partnerships supported by Center for Service Learning Faculty Ambassadors. The session will provide an opportunity for interactive dialogue and reflection with session participants to consider how to integrate or advance service-learning through their courses.
- T. Art Speaks: Using Art to Enhance Interprofessional Communications Through Visual Assessment and Interpretation (BC)** Wescoe 4076
Karen Schell, Respiratory Care Education
Looking deeply at visual art, interprofessional students can practice observation skills, reflect, and develop ideas to help solve problems in clinical practice. In this session, we'll consider how using "deep looking" at art enhances the ability to apply relationship-building values and the principles of team dynamics; how recognizing visual details (both subtle and obvious) in art can improve the accuracy of a diagnostic evaluation; and how reflective capacity for deeper learning in viewing art can guide practitioners in mindful practice on individual and team performance.

- U. Hindsight is Foresight: Using Student Evidence and Backward Design to Improve Writing Outcomes and Student Engagement in Online Graduate Courses** (Inquiry/Graduate) Wescoe 4025
Kesa Herlihy & Maryellen Potts, Nursing
Participants are invited to bring a “problem” writing assignment where students don’t perform as expected. Presenters will use a case study to discuss the redesign of a series of writing assignments in an online graduate nursing course. Presenters will describe backward design and walk participants through the steps needed to identify gaps in writing performance, ranging from course objectives to evaluation rubrics. The goal is to help participants develop writing assignments/instructions that result in students meeting desired outcomes.
- V. Extending the Benefits of Peer Mentoring to All Students** (Climate) Wescoe 4051
Will Collins & Elaina Sutley, Civil, Environmental & Architectural Engineering
Peer mentoring improves learning outcomes, results in better grades, reduces DFW rates, and promotes retention. Peer mentors report the greatest benefits from peer mentoring, but generally mentoring positions are only available to the top few students. We will discuss how we implemented peer mentoring activities that engaged ALL students as mentors into two courses. Implemented activities varied across the two courses, giving session participants a range of examples to consider for their own adoption.
- W. Removing Barriers for First-Generation and Low-Income Students** (Climate) Wescoe 4041
Leah Nicholson & Annise Richard, Undergraduate Studies
Session leaders will review common definitions for first-generation students and low-income students at KU. Participants will have the opportunity to discuss common barriers and propose practical adjustments to support students in the classroom and close the achievement gap.

11:45–12:25 BREAKOUT SESSIONS III

These sessions will repeat during this time:

- S. Igniting Community-Engaged Learning and Teaching Wescoe 4002
T. Art Speaks: Using Art to Enhance Interprofessional Communications Wescoe 4076
U. Hindsight is Foresight: Using Student Evidence and Backward Design Wescoe 4025
V. Extending the Benefits of Peer Mentoring to All Students Wescoe 4051
W. Removing Barriers for First-Generation and Low-Income Students Wescoe 4041

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

- J. Design Thinking: Student-Centered Teaching Via Empathy and Storytelling Wescoe 4012
K. Development of a Longitudinal, Overarching Curricular Assessment Wescoe 4034
L. What to Do When the Talk Gets REAL Wescoe 4043
M. Objective-Based Grading: Better for Your Students and Better for You Wescoe 4023

These sessions are new during Breakout III:

- X. So You Are Leading a Change Project? Strategies for Advancing Change Goals within a Department or College** (BYO) Wescoe 4035
Ann Austin, Michigan State University
In this breakout, we will discuss practical strategies, based on research, that are effective in bringing colleagues together to advance key organizational change goals. These strategies take a systems approach and are helpful with many kinds of change goals including, for example, transforming curricula, encouraging greater use of evidence-based teaching practices, and creating more inclusive environments.
- Y. Teaching with Podcasting and Video Storytelling** (BC) Wescoe 4007
Teri Finneman, Journalism & Mass Communications; Ken Ward, Business
In this session, participants will learn how to incorporate simple multimedia strategies into the classroom to better connect with Generation Z and improve students' professional communication skills. This session applies to all fields of study from science to English to business and will include interactive breakout time to help you develop a plan for your classes.

Z. Techniques and Tools for Mentoring GTAs and Adjuncts (Graduate) Wescoe 4033
Angela Gist-Mackey, Communication Studies; Ann Lindbloom, Center for Online & Distance Learning; Stacey Vanderhurst, Women, Gender & Sexuality Studies
 This session will focus on how different departments are improving consistency of instruction and increasing teaching effectiveness for adjuncts and GTAs. Examples will be provided that cover the mentoring techniques and associated tools that can save time and resources. Participants will discuss, brainstorm, and answer the following questions: How can you increase support for GTAs and adjuncts? What techniques and tools would work best for each department?

Zz. Boost Curiosity & Engagement Through the Process of Question Generation (Climate) Wescoe 4040
Laurie Cleavinger, Curriculum & Teaching; Debra Compton, Center for STEM Learning
 Learn a technique that promotes equity and engagement by asking participants to generate questions around a stimulus. Questions are produced without judgement and then evaluated, revised, and ranked according to importance or interest. Session participants will experience the QFT (question formulation technique) process and then generate a question focus for their use. Examples and resources for implementation will be shared.

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:

Framing Discussions About Undergraduate Learning in a Changing Context—Ann Austin, MSU, & Andrea Follmer Greenhoot, CTE/Psychology Wescoe 4033

What We Learned from Program Assessment Reviews—Josh Potter, CTE Wescoe 4034

Summit Show-N-Tell: Applying What We Learned Today—Kay Folck, Health Info. Mgmt. Wescoe 4035

Edwards Campus Debrief—Steve Werninger & Ben Wolfe, Edwards Campus Wescoe 4040

We've Heard You: Lecturer Programs for AY19-20—Doug Ward & Judy Eddy, CTE Wescoe 4043

Thanks to the Academic Achievement & Access Center, Center for Online and Distance Learning, Center for Service Learning, Center for Undergraduate Research, Counseling and Psychological Services, Emily Taylor Center, IT Client Consulting, KU Libraries, McNair Scholars Program, Office of Fellowships, Spencer Museum of Art, The Commons, and Writing Center for participating in the Info Fair.

BREAKOUTS SUMMARY

Room	<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	A. Using Peer Review	S. Community-Engaged	S. Community-Engaged
4007	G. Improving Clinical Judgment	G. Improving Clinical Judgment	Y. Podcasting & Video Story
4008	C. Using the Research Cycle	Q. Digital Humanities Projects	
4012	J. Design Thinking		J. Design Thinking
4023	M. Objective-Based Grading	R. Concerning Student Behavior	M. Objective-Based Grading
4025	D. Beginnings, Middles, Ends	U. Online Graduate Courses	U. Online Graduate Courses
4033	H. Educational Research	H. Educational Research	Z. Mentoring GTAs & Adjuncts
4034	K. Curricular Assessment	O. Making the Jump	K. Curricular Assessment
4035		N. Doctoral Education	X. Leading a Change Project
4040	I. Team-Based Learning	I. Team-Based Learning	Zz. Question Generation
4041	F. Scaffolding 2.0	W. Removing Barriers	W. Removing Barriers
4043	L. Difficult Dialogue	P. Intercultural Competence	L. Difficult Dialogue
4051	E. Life Happens	V. Peer Mentoring	V. Peer Mentoring
4076	B. Information Sources	T. Art Speaks	T. Art Speaks