

KU TEACHING SUMMIT

Teaching the Whole Student

August 16, 2018

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 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**
Robin Wright, University of Minnesota
“Teaching Humans Tomorrow: What Do We Do, When the Machines Do Everything?”
Our most important job is to ensure that the next generation has the skills, knowledge, and drive needed to solve the new problems facing the world, not to mention the old problems that we didn’t solve. Accomplishing our job has never been more important, or more challenging. How do we teach in the emerging world of intelligent tutors and virtual assistants? What do we teach? This will not be a “sit and listen” talk. Instead, Summit participants will be challenged to think together about what it means to be educated and our evolving role in helping our students achieve it.
- 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 four conference tracks; check the key word after the breakout title for the track:

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| Creating Meaningful Learning Experiences (Learning) | Connecting With Our Students (Connecting) |
| Promoting Equity Through Teaching (Equity) | Bring Your Own Topic (BYO) |

10:05–10:45 BREAKOUT SESSIONS I

The sessions (marked *) will be offered only one time.

- *A. Developing Successful Mentoring Relationships with Students** (Connecting) Wescoe 4023
Chris Elles, Chemistry; Yoonmi Nam, Visual Art; David Slusky, Economics; Karen Ledom & Shelly Mann, College Advising & Student Services
During this interactive session, experienced faculty mentors and the CASS mentor team will address questions such as: What does “mentor” mean to you? What are characteristics of a good mentor? What are some challenges faced in mentoring relationships? The panelists will share communication and interaction strategies they have implemented in building their mentoring relationships with students.
- *B. Who Is on the Other Side of the Computer? Online Learners and How to Best Support Them** (Connecting) Wescoe 4025
Brett Bricker, Communication Studies; Susan Marshall, Psychology; Sean Seyer, Humanities; Samantha Montague, College Outreach & Online Programs
Students in online courses range from being on-campus, traditional students to fully online, non-traditional, and everything in between. Students often are balancing additional responsibilities such as jobs and/or dependent care. In this panel discussion, we will hear from faculty who have taught online courses and helped students balance competing priorities. We’ll discuss how faculty balance fairness in making exceptions and how thoughtful course design can make online learning and teaching manageable.

- *C. Increasing Student Motivation to Enhance Learning** (Connecting) Wescoe 4034
Marsha McCartney, Psychology, & Drew Vartia, Chemistry
 Increasing student motivation can drive better and deeper learning and heighten interest. It can also create a more enjoyable learning experience for both students and instructors. In this session, instructors will learn about motivation and explore practical ways to use these principles in their classrooms.
- *D. Adding Just a Bit of Research: Introducing Authentic Research into Undergraduate Courses of Any Size** (Learning) Wescoe 4035
Alison Olcott, Center for Undergraduate Research/Geology, & Jill Becker, KU Libraries
 Some students get to experience research in a one-on-one setting with a professor, but for many students there are barriers preventing them from this type of intellectual apprenticeship. However, studies have shown that course-based research experiences can provide many of the same benefits of one-on-one experiences, while also helping the professor's own research program. In this session we will provide practical advice and hands-on-activities to help you understand how you could add just a little authentic research to a class of any size or level.
- *E. Using the Common Book to Deepen Student Learning** (Learning) Wescoe 4033
Meggie Mapes, Communication Studies; Mary Jo Reiff, English; Emma Scioli, Classics; Sarah Crawford-Parker, First Year Experience
 Students derive greater meaning from their studies and are better able to navigate campus when they see their learning as connected, although relationships across courses, disciplines, and campus involvement activities are not always clear to new college students. This session will explore how the KU Common Book provides first-year students with an opportunity to engage with a text across multiple environments, thereby deepening their understanding of how inquiry works within a university.
- *F. DEI in Online Courses: A New Tool** (Equity) Wescoe 4040
John Bricklemeyer, Engineering & Project Management
 As part of my work in the 2018 Diversity Scholars program, I developed a guide to resources for making online courses more DEI friendly. This tool is designed to be used in conjunction with the DEI Syllabus Assessment Tool from the 2017 Diversity Scholars program. Both tools will be shared during the session, and participants will leave with access to two tools that specifically address how to improve a course's climate, pedagogy, and content from a DEI perspective.
- *G. How Games Fit Into an Active Learning Strategy** (BYO) Wescoe 4018
Cambrey Nguyen, Pharmacy Practice, & Doug Ward, CTE/Journalism & Mass Communications
 Interest in educational games has grown as digital technology has proliferated, in part because games can promote higher-order thinking, help students apply their learning, and tie in to other active-learning strategies. In this session, we will explore some of the thinking behind the gamification movement and provide examples of digital and non-digital games for learning. We will also ask participants to share examples of how they have integrated games into their classes.
- H. Considering What Is, What Works, and What Is Possible: A Scholarly Approach to Teaching and Learning** (Learning) Wescoe 4041
Carl Luchies, Lin Liu, & Molly McVey, Mechanical Engineering; Meagan Patterson, Educational Psychology
 In this session, participants will learn how engaging in scholarly work on one's own teaching can improve teaching and contribute to one's own research program. Presenters will discuss how they have used the findings of their research to promote student learning and engagement in their courses. This session will include information on different types of student learning outcome data that can be collected and on navigating the IRB process.
- I. Enhancing the Flipped Classroom: Strategies for Better Active Learning** (BYO) Wescoe 4051
Catherine Satterwhite, Preventive Medicine & Public Health, & Chad Slawson, Biochemistry & Molecular Biology
 Our session will provide techniques and strategies to improve students' learning experiences and help alleviate the anxiety of teaching in a flipped classroom setting. Using a modified flipped classroom, we will discuss keys to successful student preparation for flipped classrooms. Next, we will focus on presenting active learning cases, incorporating technology into the flipped classroom setting to improve learner engagement, and teaching in pairs. Finally, a discussion on post-class assessment will provide opportunities to gauge students' learning during the flipped classroom session.

- J. Supporting Undocumented/DACA Students in Our Classes (Equity)** Wescoe 4043
Marta Caminero-Santangelo, Latin American & Caribbean Studies
 As educators, we are committed to the educational success of all our students, but undocumented/DACA students face particular obstacles. How can we create an inclusive and supportive environment that promotes the success of undocumented students? This interactive session will provide information about obstacles these students face in their learning experience and discuss best practices for supporting their learning both in and out of the classroom.
- K. Making a Case for Inquiry-Based Learning (Learning)** Wescoe 4076
Randy Logan & Jack Treml, Undergraduate Biology
 Inquiry-based learning is more than an academic buzzword; it is an education approach that has the potential to remedy some of the deficient areas of our current curriculum designs. This workshop will discuss what inquiry-based learning looks like in practice (undergraduate biotechnology), benefits (and sacrifices) of adopting this pedagogy, student reflections, and industry perspective.
- L. Merging Virtual and Physical Learning Spaces to Facilitate Multi-Campus Student Exhibition (Learning)** Wescoe 4002
Chito Belchez, School of Nursing; Diane Addison, Jeremy Edwards & Nellie Modares, Teaching & Learning Technologies
 The KU School of Nursing began its expansion of their nursing program by offering a satellite campus in Salina following the same course curriculum with KUMC campus. The focus shift from singular classroom space to interconnected virtual, digital and physical active learning environment between the two campuses. Approaches to planning a teaching and learning environment which recognized the need of networks of learning spaces connected across the state will be presented. Challenges and lesson learned from this experience will be demonstrated.
- M. Strategies to Think About Curriculum Holistically (BYO)** Wescoe 4008
Abbey Dvorak, Music Therapy, & Josh Potter, Center for Teaching Excellence
 This session will focus on strategies that faculty might use to create more coherent curricula in their degree programs. As many faculty focus on their own individual courses, the coherence of the overall curriculum is sometimes left unexamined, resulting in disjointed content between courses. Session leaders will share work that the Music Therapy department recently conducted to more purposefully scaffold research skills across undergraduate courses and to track student movement through the curriculum to better understand skill development.

10:55–11:35 BREAKOUT SESSIONS II

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

- H. Considering What Is, What Works, and What Is Possible Wescoe 4041
- I. Enhancing the Flipped Classroom: Strategies for Better Active Learning Wescoe 4051
- J. Supporting Undocumented/DACA Students in Our Classes Wescoe 4043

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

- *N. Teaching the Whole Person: Emotions, Ambition, Drama and Science (Connecting)** Wescoe 4033
Robin Wright, University of Minnesota
 Teaching works best when we figure out how to connect what we want students to learn with their personal interests and experiences. This session will be very interactive and practical. You will identify a teaching problem that you would like to solve and work on ways to connect it powerfully to your students. Be prepared to work across disciplines, and to challenge yourself and your colleagues to think outside the disciplinary teaching box. You should leave with new plans for how you might solve your teaching challenge.
- *O. Translating In-Class to Online: Making Interactions Meaningful (Connecting)** Wescoe 4034
Germaine Halegoua, Film & Media Studies, & Ann Lindbloom, Center for Online & Distance Learning
 This session illustrates how a 16-week, in-person service learning course was transformed into an eight-week online course that incorporated both the study and production of digital stories. The course was an experiment in how to translate media production assignments to online environments, how to build different types of interaction in an online course, and how to incorporate a concept of community by bring-

ing the work out of the online space and into the public. In this session, participants will learn strategies and best practices utilized in promoting different types of interaction online and sharing student work.

- *P. Critical Engagement through Digital Pedagogy (Equity)** Wescoe 4040
An Sasala, Film & Media Studies; Brian Rosenblum & Dhanashree Thorat, Institute for Digital Research in the Humanities
This session outlines two case studies for implementing a critical digital pedagogy in the humanities and social sciences classroom. Session facilitators will discuss how digital tools and platforms were used to further their course objectives and to encourage students to think critically about course content as well as digital technologies. This session will be useful for faculty who are interested in creating digital assignments: we will discuss how to write and scaffold digital assignments, share rubrics for evaluating student work created using digital tools, and identify resources for faculty interested in digital pedagogy.
- *Q. Integrated and Engaged Student Learning in KU Learning Communities (BYO)** Wescoe 4035
Alison Olcott, Geology; Nathan Wood, History; Howard Graham, First Year Experience
This session focuses on recent successes of KU learning communities with a particular emphasis on integrated and engaged learning in a linked-course model. Participants will learn how linked-course learning communities are supporting students, especially those in exploratory tracks, and how faculty collaboration and coordination across linked courses is helping students develop skills for academic success.
- R. Preparing Doctoral Students: Professional Development for Multiple Career Paths (Learning)** Wescoe 4007
Bruce Hayes, French, Francophone & Italian Studies; Audrey Lamb, Molecular Biosciences; Thomas Prisinzano, Medicinal Chemistry; Holly Storkel, Speech-Language-Hearing; Kristine Latta, College Office of Graduate Affairs
How can doctoral programs successfully integrate professional development for a variety of careers into their curriculum? In this session, presenters representing a range of disciplines will share their experiences with creating professional development courses or specialized course content for doctoral students. Presenters and participants will discuss the benefits and challenges of bringing professional development into the classroom, including assessing the needs of doctoral students, curriculum design, alumni involvement, and creating faculty buy-in.
- S. Say What? How Instructor Language and Mindset Impacts Learning (Connecting)** Wescoe 4012
Carrie LaVoy, Curriculum & Teaching; Edith Eskilson & Katrina Rothrock, Center for STEM Learning
Join us as we explore how instructional language impacts the development of learners. Reflect on your use of language and what your actions and language communicate to students with regard to mindset. Be prepared to work in small groups to identify changes that could improve the learning environments in your upcoming courses.
- T. Addressing Student Needs Outside the Classroom: Partnering with Student Affairs to Support Students in Crisis (Connecting)** Wescoe 4018
Rachel Auten & Jennifer Wamelink, Student Affairs
Supporting students with significant personal challenges can be all-consuming. Student Affairs has expanded its support to students and faculty with the addition of the Coordinator for Student Support and Case Management. In this session, we will discuss how the Coordinator and the Student of Concern Review Team (SCRT) can assist faculty when they face difficult situations with students. We will provide strategies for engaging with students experiencing behavioral health concerns, managing significant life challenges, or displaying unusual and concerning behavior.
- U. Reading and Teaching Sexual Violence in the #MeToo Era (Learning/Connecting/Equity)** Wescoe 4023
Emma Scioli, Classics
In this session I will share ideas for addressing episodes of sexual violence in literature, and for thinking about how students might respond to these episodes in light of the current discourse surrounding sexual violence both at the national level and within the university. Using case studies from texts my students will read, I will share my plans for focusing attention upon scenes of misogyny and sexual violence through analysis of the work of contemporary poets and artists that offer feminist responses to these ancient texts. The second half of the session will be designed for participants to share their experiences teaching subject matter that contains episodes of sexual violence and to share and/or develop ideas/assignments/exercises for facilitating meaningful and inclusive discussion in response to sexual violence in textual or visual material for their courses.

V. Ugh! Do I Have to Take That? Making the Dreaded Course Engaging by Linking Active Learning and Diversity, Equity, and Inclusion (Learning/Connecting/Equity) Wescoe 4025
Ward Lyles, Urban Planning
 Participants in this session will grapple with what to do with the dreaded “have-to” classes in a curriculum. Stats, research methods, and theory can elicit groans from students and instructors alike. But, by drawing on techniques to promote active learning and consideration of diversity, equity, and inclusion, we can make these courses more engaging and enjoyable for students and instructors alike.

W. Equitable Teaching: Enhancing Motivation to Learn for All Students (Equity) Wescoe 4076
Pamela Barnes, School of Nursing
 Session participants will be introduced to a framework for enhancing culturally diverse students’ motivation to learn and various strategies to improve four conditions eliciting intrinsic motivation to learn. Participants will engage in small group discussions and individually identify immediately actionable strategies for improving conditions within their respective courses. All participants are invited to access the online Motivational Conditions in Learning Instrument© and receive a benchmarking report.

11:45–12:25 BREAKOUT SESSIONS III

These sessions will repeat during this time:

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| R. Preparing Doctoral Students: Professional Development for Multiple Career Paths | Wescoe 4007 |
| S. Say What? How Instructor Language and Mindset Impacts Learning | Wescoe 4012 |
| T. Addressing Student Needs Outside the Classroom: Partnering with Student Affairs | Wescoe 4018 |
| U. Reading and Teaching Sexual Violence in the #MeToo Era | Wescoe 4023 |
| V. Ugh! Do I Have to Take That? Making the Dreaded Course Engaging | Wescoe 4025 |
| W. Equitable Teaching: Enhancing Motivation to Learn for All Students | Wescoe 4076 |

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

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| K. Making a Case for Inquiry-Based Learning— <i>note room change</i> | Wescoe 4051 |
| L. Merging Virtual and Physical Learning Spaces to Facilitate Multi-Campus Exhibition | Wescoe 4002 |
| M. Strategies to Think About Curriculum Holistically | Wescoe 4008 |

These sessions are new during Breakout III:

- X. Engaging Students in Online Courses** (Connecting) Wescoe 4041
Ali Brox, Environmental Studies, & Susan Marshall, Psychology
 As more departments and programs move courses online, the need to consider the best pedagogical approaches for engaging our students in an online platform becomes paramount. In this session we will discuss various strategies that can foster student–student and student–instructor interaction and engagement during online courses. The session will start with a few show–and–tell examples and then devote time to discussing and brainstorming additional possibilities for attendees’ own courses and purposes.
- Y. Helping Graduate Students Flourish: Departmental Practices in Mentoring** (Connecting) Wescoe 4043
Kris Pedersen, Speech–Language–Hearing; Margot Versteeg, Spanish & Portuguese; Nicole Reiz, College Office of Graduate Affairs
 What are the needs of our graduate students? What are we doing well in supporting graduate students and where can we improve? The College Committee on Graduate Studies (CGS) examined these issues and surveyed students and faculty about their mentoring experiences. Session facilitators will briefly present survey results. Participants will have an opportunity to share their own practices and brainstorm ideas for creating new practices. The objective of the session is for each participant to have some concrete ideas on how they can improve mentoring practices in their department during 2018–19.
- Z. Navigating Difficult Dialogues in the Classroom** (Equity) Wescoe 4035
Andrea Greenhoot, CTE/Psychology, & Jennifer Ng, Office of Diversity & Equity/Educational Leadership & Policy Studies
 Current events as well as course topics can sometimes lead to challenging and heated discussions in the classroom. How can instructors balance the supporting roles of educator and mentor while leading difficult dialogues? This session will focus on strategies for creating a positive climate for intellectual

discourse about potentially hot topics—whether they are anticipated or unexpected—through advance preparation and by scaffolding difficult discussions when they emerge.

Zz. Making Undergraduate Research a Win for You and Your Students (BYO) Wescoe 4034
Shannon Portillo, Public Affairs & Administration, & Nikki Perry, Center for Undergraduate Research
 Engaging with undergraduate students in research can be a rewarding experience, but faculty mentors must develop skills such as selecting the right research activities, developing clear organization and time management, creating a welcoming environment, and recognizing your own expert blind spots. This session will focus on the mentoring skills faculty can develop to make a win-win research relationship more likely. Most of the session will be devoted to an interactive activity where participants will work with facilitators to match intended mentoring outcomes with specific mentoring skills and skill development.

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:

- Exploring the future of higher education**—Robin Wright & Andrea Greenhoot Wescoe 4033
- Edwards Campus debrief**—Steve Werninger & Ben Wolfe Wescoe 4034
- Mentoring**—Chris Brown & Jenny Mehmedovic Wescoe 4035
- How can you use new ideas from the Summit?**—Doug Ward Wescoe 4040
- Fall semester assessment reporting Q&A**—Josh Potter Wescoe 4043

Thanks to the Academic Achievement & Access Center, Center for Online and Distance Learning, Center for Service Learning, Counseling and Psychological Services, Emily Taylor Center, Honors Program, IT Client Consulting, KU Libraries, McNair Scholars Program, Spencer Museum of Art, The Commons, and Writing Center 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	L. Merging Learning Spaces		L. Merging Learning Spaces
4007		R. Preparing Doctoral Students	R. Preparing Doctoral Students
4008	M. Curriculum Holistically		M. Curriculum Holistically
4012		S. Say What?	S. Say What?
4018	G. Games in Active Learning	T. Student Needs Outside Class	T. Student Needs Outside Class
4023	A. Mentoring Relationships	U. Sexual Violence #MeToo Era	U. Sexual Violence #MeToo Era
4025	B. Other Side of the Computer	V. Do I Have to Take That?	V. Do I Have to Take That?
4033	E. Using the Common Book	N. Teaching the Whole Person	
4034	C. Increasing Motivation	O. In-Class to Online	ZZ. Undergrad Research a Win
4035	D. Adding a Bit of Research	Q. KU Learning Communities	Z. Navigating Difficult Dialogues
4040	F. DEI in Online Courses	P. Digital Pedagogy	
4041	H. What Is, What Works	H. What Is, What Works	X. Engaging in Online Courses
4043	J. Undocumented/DACA	J. Undocumented/DACA	Y. Helping Grad Students Flourish
4051	I. Enhancing Flipped Classroom	I. Enhancing Flipped Classroom	K. Inquiry-Based Learning
4076	K. Inquiry-Based Learning	W. Equitable Teaching	W. Equitable Teaching

Please complete an evaluation form at <https://cte.ku.edu/ku-summit-2018-evaluations>. Your feedback is very important; we will use it when we plan the next Teaching Summit. Thank you!