

Fall 2003 Scheduled Activities

The Center for Collaboration and Inquiry (CCI)

will schedule activities during the school year ranging from presentations by guest speakers to campus workshops. We will work with departments to co-sponsor visits where appropriate.

Date	Speaker	Event
September 24	Marcia Baxter Magolda, Miami University	Learning Partnerships: Linking Learners' Reasoning and Learning Goals
October 1	Stacey Lowery Bretz & Richard Bretz, Youngstown State University	Using Concept Mapping to Improve Student Learning
October 8	David McConnell & Catherine Knight, University of Akron	Using Bloom's Taxonomy to Match Teaching Goals with Learning Exercises
October 14	Patricia deWinstanley, Oberlin College	Successful Lecturing: Engaging your Students in Effective Processing
October 22	Richard Yuretich, University of Massachusetts, Amherst	Active and Collaborative Learning in Large Classes
October 29	Catherine Knight & David McConnell, University of Akron	Understanding Student Thinking to Maximize Learning
November 5	Kathy Feltey, Sociology	Lunchtime Conversation Series: <i>What worked, what didn't: Personal Stories of Teaching Changes from UA faculty</i>
November 12	Kathie Owens, C & I	
November 19	Greg Wilson, History	
November 25	Richard Stratton, Economics	

Center for Collaboration & Inquiry Keynote Colloquium
Wednesday, September 24th, 2003, 12-2.00 PM, Martin Center Ballroom

Learning Partnerships: Linking Learners' Reasoning and Learning Goals

**Dr. Marcia Baxter Magolda , Distinguished Professor of Educational Leadership
, Miami University**





Nationally renowned educator Marcia Baxter Magolda will share a portrait of learners' reasoning based on her 17-year longitudinal study of college student and young adult intellectual development. Video clips of learners' assumptions about knowledge illustrate perspectives with which students approach college learning. The presentation will focus on the possible perspectives prevalent among University of Akron students and their implications for college teaching. A Learning Partnerships Model to bridge learners' perspectives with educators' learning goals will also be described. A **follow-up session**

(2.30-3.30 p.m.) for interested faculty will explore a process for assessing the developmental demands of particular learning goals and designing pedagogy accordingly.

Marcia Baxter Magolda's

research addresses the evolution of learning and development in college and young adult life, the role of gender in development, and pedagogy to promote self-authorship. Her five books include *Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development* (2001) and *Knowing and Reasoning in College* (1992). She was named as one of 40 young leaders in academe by *Change* magazine and has received the National Association of Student Personnel Administrators' Robert H. Shaffer Award for Excellence as a Graduate Faculty Member and the American College Personnel Association's Contribution to Knowledge Award.

Luncheon buffet for all who RSVP by Friday, September 19. Lunch provided by the Institute for Teaching and Learning.

RSVP to Amy Baker at ajb1@uakron.edu or call CCI at 2154 to reserve a place for the colloquium and/or follow-up session.

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Center for Collaboration & Inquiry Workshop

Wednesday, October 1st 2003, 12-2.00 PM , Student Union, Ballroom C & D

Using Concept Mapping to Improve Student Learning

Stacey Lowery Bretz¹ and Richard Bretz²

¹Associate Professor, Chemistry, ²Special Assistant to the Provost, Youngstown State University



Concept mapping was invented as a research tool to communicate the richness of data inherent in qualitative research methods such as interviews.

In the classroom, teachers can use concept mapping to assess student understanding and promote metacognition. This workshop will offer faculty the chance to try their hand at concept mapping and discuss the challenges of using it in various classroom settings so as to improve student learning.

Stacey Lowery Bretz earned a Ph.D. in chemistry education research (CER) with Joseph Novak (the inventor of concept mapping). Dr. Bretz's current research focuses upon the professional development of chemistry teachers,

assessment of student learning, and the application of cognitive science theories and qualitative methodologies to CER.

She is a recipient of the 2003 Distinguished Professor of Teaching Award at YSU. Richard Bretz is the Special Assistant to the Provost at YSU.

Dr. Bretz earned his B.S. in chemistry from Rensselaer Polytechnic Institute and his M.S. and Ph.D. in chemistry from Cornell University.

In addition to his analytical chemistry research, Dr. Bretz also did research in chemistry education with Joseph Novak. Dr. Bretz currently supports partnerships between Pre-K-16 organizations and the University.

Lunch provided for all who RSVP by Friday, September 26

RSVP to Amy Baker at ajb1@uakron.edu or call CCI at 2154 to reserve a place for the workshop.

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Center for Collaboration & Inquiry Workshop
Wednesday, October 8th 2003, 12-2.00 PM , 414 Leigh Hall

Using Bloom's Taxonomy to Match Teaching Goals with Learning Exercises

David McConnell¹ and Catherine Knight²

¹Professor, Geology and Director, CCI; ²Associate Professor, Educational Foundations and Leadership



Over forty years ago, Benjamin Bloom and co-workers created a classification scheme for educational objectives that continues to provide a useful structure for matching learning goals with appropriate assessment experiences. We will introduce the taxonomy, use it to classify a range of learning exercises and develop a hierarchy of questions and assignments that address a full range of cognitive skills. Participants will leave with templates of exercises that fit all levels of Bloom's taxonomy.

David McConnell is the director of CCI and professor of geology and is in his 14th year at The University of Akron. He has worked with faculty in the College of Education to incorporate inquiry-based learning strategies into large introductory science courses. He also directs the Northeast Ohio Center of Excellence for Mathematics and Science Teacher Education, a regional collaborative of higher education institutions in northeast Ohio. Cathy Knight teaches educational psychology and cognitive development, and researches teacher cognition, as well as learning and development from childhood through adulthood.

Lunch provided for all who RSVP by Friday, October 3

RSVP to Amy Baker at ajb1@uakron.edu or call CCI at 2154 to reserve a place for the workshop.

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Center for Collaboration & Inquiry Colloquium
Tuesday, October 14th 2003, 12-2.00 PM , Student Union, Ballroom D & E

Successful Lecturing: Engaging your Students in Effective Processing

Patricia deWinstanley,
Associate Professor, Psychology, Oberlin College



The lecture, as a method of teaching, has recently come to be viewed in some circles as second-rate with active learning, cooperative learning, and student-based learning seen as superior methods. Today's presentation will demonstrate that lectures can be a successful method of teaching if the lecture is structured so that it induces effective processing in students. A brief summary of the literature on memory and learning will be provided with suggestions for enhancing the effectiveness of the lecture format.

Patricia Ann deWinstanley is

an Associate Professor of Psychology at Oberlin College and Director of Oberlin College's Center for Excellence in Teaching.

Her area of research is human learning and memory with studies on the generation effect, memory for conversations, and memory for biographical episodes.

In addition, she has integrated her interest in learning and memory with program assessment, examining of the impact of an NSF award for the Integration of Research in Education on classroom presentations and learning. She received her Ph.D. from the University of California, Los Angeles in 1990.

Lunch provided for all who RSVP by Friday, October 10

RSVP to Amy Baker at ajb1@uakron.edu or call CCI at 2154 to reserve a place for the colloquium.

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Center for Collaboration & Inquiry Colloquium
Wednesday, October 22nd 2003, 12-2.00 PM , Student Union, Ballroom C & D

Active and Collaborative Learning in Large Classes

Richard Yuretich, Professor, Geosciences, University of Massachusetts, Amherst





Active learning takes on many forms, but a key issue is having students work together in some capacity, so they can discover ideas, concepts, and principles for themselves. Active learning techniques can be introduced gradually without changing course style or content on a wholesale basis. This colloquium will focus on the practical aspects of several techniques that work: "stop-and-think" strategies, in-class investigations, and cooperative examinations. These have had measurable positive impact upon student learning and performance.

Richard Yuretich is Professor of Geosciences at the University of Massachusetts at Amherst. His research is in geochemistry and its application to environmental interpretation. Richard's research has recently taken him to Montana, Wyoming, and Lake Baikal, Siberia. He has taught a large-enrollment (300+ students) oceanography classes at the University of Massachusetts, which has spurred his interest in teaching and learning issues. He has been involved with projects concerned with professional development of K-12 teachers and has received an Outstanding Teacher Award from the UMass College of Natural Sciences and Mathematics, and he has been a Distinguished Lecturer for the National Association of Geoscience Teachers.

Lunch provided for all who RSVP by Friday, October 17

RSVP to Amy Baker at ajb1@uakron.edu or call CCI at 2154 to reserve a place for the colloquium.

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Center for Collaboration & Inquiry Workshop

Wednesday, October 29th 2003, 12-2.00 PM , Student Union, Ballroom D & E

Understanding Student Thinking to Maximize Learning

Catherine Knight¹ and David McConnell²

¹Associate Professor, Educational Foundations and Leadership; ²Professor, Geology and Director, CCI



Have you been frustrated when students fail to grasp what you expect them to learn? Do your students readily memorize terms and facts but struggle with concepts? In this workshop we will explain how students think and process new information and concepts. We will provide everyday examples of student thinking ranging from simple to complex. The workshop will model practices that you can apply to your own teaching to improve student learning.

Cathy Knight

teaches educational psychology and cognitive development, and researches teacher cognition, as well as learning and development from childhood through adulthood. **David McConnell** has worked with faculty in the College of Education to incorporate inquiry-based learning strategies into large introductory science courses. He also directs the Northeast Ohio Center of Excellence for Mathematics and Science Teacher Education, a regional collaborative of higher education institutions in northeast Ohio.

Lunch provided for all who RSVP by Friday, October 24

RSVP to Amy Baker at ajb1@uakron.edu or call CCI at 2154 to reserve a place for the workshop.

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Center for Collaboration & Inquiry Lunchtime Conversations Series

What worked, what didn't: Personal Stories of Teaching Changes

November 2003, 12-1.30 PM , 414 Leigh Hall

Wednesday, November 5th Kathy Feltey, Sociology

Teaching a large (238-person) introduction to sociology class, Kathy has experimented with different group activities to encourage student participation and discussion. One method, small group talk to class presentation has worked well for teaching specific concepts with a marked improvement in student engagement and communication.

Wednesday, November 12th Kathie Owens, Curricular and Instructional Studies

For the past four years Kathie has visited classes of A&S faculty as a "critical friend" and has both helped others with their teaching and has in turn learned from her "friends". She will report on some of the greatest successes she has observed and some common problems.

Wednesday, November 19th Greg Wilson, History

Greg has created and used grading rubrics in his course. He will talk about designing rubrics, discussing them with students, and using them, both when teaching his own class and when teaching assistants grade assignments.

Tuesday, November 25th Richard Stratton, Economics

How might an instructor learn what teaching practices work best in a single section of a course? Dick used a variety of assessments to see how he could most effectively improve student learning. He will compare the results of multiple learning measures from the course grade distribution, to student performance against a rubric on a final essay, to the results of student performance on pre/post-tests.

RSVP to Amy Baker at ajb1@uakron.edu

or call CCI at 2154 to reserve a place for any or all of the lunchtime conversations.

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