

ITL Sponsored Events Fall 2002

ITL Teaching, Assessment, and Learning Workshop

Wednesday, December 11th, 12-2 PM (Olin 131)

"So, What Do I Do Next Semester? Identifying Promising Ideas, Possible Applications, and Practical Next Step"

Dr. Thomas A. Angelo, Director, ITL, The University of Akron

How many times have you attended teaching and learning workshops and seminars, come away with many great ideas for improving your courses, only to find later that you can't recall most of them and haven't applied any of them? You can avoid that fate by participating in this interactive workshop. It will help you review what you've learned this Fall, identify the most promising applications, consider their potential costs and benefits, and plan initial steps for successfully implementing one or two of the best ideas in your Spring Semester courses.

ITL Teaching, Assessment, and Learning Workshop

Thursday, December 5th, 12-2 PM (Olin 131)

"Creating an Award-Winning Teaching Portfolio: Tips on Getting Started"

Dr. Thomas A. Angelo, Director, ITL, The University of Akron

This is a workshop designed for faculty and graduate students interested in developing teaching portfolios for use in seeking employment, retention, tenure and promotion, or in applying for UA's teaching awards. Participants will review the basic purposes and typical contents of teaching portfolios, and will design their own table of contents. By the end of the workshop, participants will develop a practical plan for developing a teaching portfolio during the Holiday Break, if they so desire.

ITL Distinguished Visiting Scholar Seminar

Wednesday, November 20th, 4-6 PM (Board of Trustees Room, Gardner Ctr.)

"Strategies for Improving Testing and Grading: Getting It Right from the Start"

Mr. Neil Fleming, Director Emeritus, The Academic Development Center, Lincoln University (Christchurch, NZ) and Educational Consultant.

In this session, participants will explore at least seven, field-tested, ready-to-use strategies for improving student learning by improving our testing and grading. Among strategies to be shared are ways to focus assessment on the discipline's most important

ITL Sponsored Events Fall 2002

and difficult skills and knowledge and ways to discover and manage students' expectations regarding tests and grades. A role-played grading exercise will bring some of our biases to the forefront. We will use the likely impact of these practices on the students' evaluations of their teachers as a "scorecard" during the session. While the presenter will offer seven strategies, participants will have opportunities to share and learn many more from each other.

ITL Distinguished Visiting Scholar Seminar

Wednesday, November 20th, 12-2 PM (Hickory Room, Gardner Student Center)

"Capitalizing on Learning Styles Diversity: The VARK Inventory"

Mr. Neil Fleming, Director Emeritus, The Academic Development Center, Lincoln University (Christchurch, NZ) and Educational Consultant.

In this session, you will take a brief inventory (**VARK-- Visual, Aural, Read/write and Kinesthetic**) to identify preferences for sensory modalities -- your preferred ways of taking in and giving out information. Participants will score the VARK, get feedback on their preferences, and discuss the implications for their classrooms. We will examine some real students' VARK profiles and their preferences for specific learning strategies. Participants (in groups) will be challenged to consider teaching strategies within and 'outside' their own preferences and to consider methods for empowering students to understand and use their learning styles preferences to study effectively.

ITL Teaching, Assessment, and Learning Workshop

Monday, November 18th, 12-2 PM (Hickory Room, Gardner Student Center)

"Final Exams: Maximizing Student Gain, Minimizing Teacher Strain"

Dr. Thomas A. Angelo, Director, ITL, The University of Akron

There's still time -- though not much!-- to tweak our final exams a bit, and to help our students prepare more effectively for those exams, and learn more in the process. This interactive workshop will provide simple, practical suggestions for last-minute tune-ups to your essay, short-answer, and multiple-choice questions. It will also offer ideas on making final exam grading fairer and less onerous. Perhaps most importantly, you'll consider ways to focus students' attention and work during these last precious hours of class and study time. Please bring a copy of your final exam with you to review and mark up during the session.

ITL Sponsored Events Fall 2002

ITL Distinguished Visiting Scholar Seminar

Friday, November 15th, 12-1:30 PM (West Cardinal Dining Room, Gardner Ctr.)

"Scholarship Developed: Broadening the Professional Development Infrastructure for Current and Future Faculty"

Dr. Brian P. Coppola, Arthur P. Thurnau Professor of Chemistry, The University of Michigan; Carnegie Scholar; and Fellow of the American Association for the Advancement of Science.

In this session, Dr. Coppola will discuss how the University of Michigan, and other institutions, are moving beyond short-term faculty "re-education" strategies for developing the scholarship of teaching and learning and to prepare future faculty in order to promote broader, longer-lasting, systemic change. Specifically, he will focus on ways in which faculty, undergraduates, and graduate students are collaborating in teams to pursue "teaching problems" in the sciences much as they have long pursued "research problems." He will share details of this innovative program, costs and benefits, lessons learned, and future directions.

ITL Distinguished Visiting Scholar Seminar

Friday, November 15th, 9-11 AM (West Cardinal Dining Room, Gardner Ctr.)

"Technologies for Student-Generated Learning in a Peer-Led, Peer-Assessed Instructional Environment"

Dr. Brian P. Coppola, Arthur P. Thurnau Professor of Chemistry, The University of Michigan; Carnegie Scholar; and Fellow of the American Association for the Advancement of Science.

In this session, Dr. Coppola will describe how students in an extremely large introductory chemistry class are deepening their learning by engaging in weekly structured study groups (SSGs) led by upper-division undergraduate students. He'll explain how these SSGs generate learning through collaborative methods such as peer critiquing and reciprocal tutoring, specially designed assignments and projects, and the use of appropriate technologies. Participants will consider the costs and benefits of this approach and its potential adaptability to their own courses.

ITL Seminar on Teaching, Learning & Technology

Thursday, November 14th, 12:00 to 1:30 PM (Olin 131)

ITL Sponsored Events Fall 2002

"Automated Assessment of Writing Skills and Core Leadership Values: Reflections on a Technological Innovation"

**Dr. Thomas G. Calderon, Professor of Accounting, and
Dr. Debra Owens, Assistant Professor of Marketing, The University of Akron
College of Business Administration**

In this session, you'll learn how CBA is using an automated essay scoring system -- developed by ETS Technologies -- to assess students' writing skills and their appreciation of core leadership values. This project addresses two issues vital to the College's, and the University's, mission -- the development and assessment of writing skills and of responsibility and competency in leadership. You'll see how this creative application of technology, combined with modest instructional and curricular changes, can lead to better learning and better evidence of that learning.

ITL and the First Year Experience (FYE) Task Force

Wednesday, November 13th, 11-12:30 PM (Goodyear Polymer Center Auditorium)

"First Year Experience (FYE) Open Forum"

The FYE Task Force will host an open informal session on our evolving proposal to improve student learning, retention, and success at the University of Akron. The FYE Task Force has been working on this proposal since our very productive, large-scale retreat on this issue last March 20th and 21st. Please be assured this is still very much a draft proposal.

While this session is primarily designed for members of the university community who have not yet seen the FYE Task Force's presentation on the proposal, it is open to all faculty, staff, and interested students.

We plan to spend the first 30-40 minutes presenting the proposal's rationale and main features and then to open the floor to questions and discussion. No RSVP is required. We look forward to sharing ideas and insights that will advance our shared agenda of improving student learning, retention, and success in the critical first year(s) of college.

ITL Distinguished Visiting Scholar Workshop

Saturday, November 9th, 9-12 PM (Arts & Sciences Building, Room 136)

"Making Teaching Learner-Centered: How to Implement Changes Successfully"

ITL Sponsored Events Fall 2002

Dr. Maryellen Weimer, Associate Professor of Teaching and Learning at Penn State -Berks, Higher Education faculty member at Pennsylvania State University, and noted researcher and author.

Teaching in ways that promote learning requires nontrivial changes in instructional practice. But in many cases how you change is as important as what you change. In this interactive workshop, we will explore the principles of successful implementation. We'll discuss details such as how many changes to attempt at once, how to adapt generic strategies to your specific courses, and how to objectively evaluate the success (or failure) of your changes to improve learning. Be prepared to analyze and share some of your own relevant experiences.

Each participant will receive a copy of Dr. Weimer's book, Learner-Centered Teaching.

ITL Distinguished Visiting Scholar Seminar

Friday, November 8th, 12-1:30 PM (Summit Lounge, Gardner Student Center)

"Teaching that Promotes Learning: Which Changes Are Worth Making?"

Dr. Maryellen Weimer, Associate Professor of Teaching and Learning at Penn State -Berks, Higher Education faculty member at Pennsylvania State University, and noted researcher and author.

This session will summarize key points from Dr. Weimer's 2002 book, Learner-Centered Teaching. Both the book and this session provide answers to the question: If a teacher aspires to teach in ways that promote learning, what changes might that teacher make in the day-to-day, nuts and bolts of instruction? Specifically, what kinds of changes are worth making in attendance, assignments, tests, papers, lectures, groupwork, and the like? Dr. Weimer will provide practical, research-based responses to these critical questions.

ITL Distinguished Visiting Scholar Symposium

Friday, November 8th, 9-11 AM (Summit Lounge, Gardner Student Center)

"Doing Scholarship on Teaching: Forms and Outlets for Publishing"

Dr. Maryellen Weimer, Associate Professor of Teaching and Learning at Penn State -Berks, Higher Education faculty member at Pennsylvania State University, and noted researcher and author.

This session is for all those who aspire to do -- or have already done -- work in the scholarship of teaching and learning (SoTL). If you're interested in how publishing work on teaching and learning can improve practice and promote the professionalization of

ITL Sponsored Events Fall 2002

teaching, this session will provide background and a framework. We will explore the nature of published scholarship "on" teaching, identifying major types of articles in this field. We'll also define the characteristics of exemplary work. Finally, we'll survey various venues for publishing and discuss some of the political issues involved in getting SoTL recognized and rewarded.

ITL Seminar on Teaching, Learning & Technology

Thursday, October 31st, 12-1:30 PM (Board of Trustees Room- Gardner Center)

"Internet-based Collaborative Learning - New Paradigm for the Future"

Dr. R. Byron Pipes, Goodyear Endowed Professor of Polymer Engineering; Director, Global Polymer Academy; and Member, The National Academy of Engineering. For more on Dr. Pipes, see <http://www.poly-eng.uakron.edu/Pipes.htm>

The Internet now allows for robust collaboration among global learning communities. The Akron Global Polymer Academy will focus on the development of these opportunities over a broad range of enterprises including convenience education, laboratory-based learning, instrument sharing, degree programs, certificate programs and short courses. This discussion will focus on the opportunities and challenges this emerging technology offers the academy and its faculties.

Friday, October 4th, 12-1:30 PM (Summit Lounge, Gardner Student Center)

"Dysfunctional Illusions of Rigor: How We Defeat Ourselves – Key Lessons From the Scholarship of Teaching & Learning"

Dr. Craig E. Nelson, Professor of Biology and Public & Environmental Affairs at Indiana University- Bloomington

We often examine evidence from the Scholarship of Teaching and Learning that suggests that the following beliefs, often held by faculty (as Dr. Nelson once did), are often dysfunctional illusions that get in the way of our and our students success:

1. Hard courses weed out weak students: when students fail it is due mainly to inability, weak preparation or lack of effort.
2. A good clear argument in plain English can be understood by any bright student who applies herself.
3. Traditional methods of instruction provide proven effective ways of teaching content to undergraduates. Modes which pamper students teach less content.
4. If we cover more content, the students will learn more.
5. Traditional methods of instruction are fair to a wide range of diverse students of good ability.

ITL Sponsored Events Fall 2002

6. Students should come to us knowing how to read and write and do essay and multiple choice questions.
 7. It is essential that students hand in papers on time and take exams on time. Giving them flexibility and second chances is pampering them.
 8. Classroom instruction is demonstrably better than distance education.
-

Friday, October 4th 8:30 – 11:30 AM (Summit Lounge, Gardner Student Center)

“Responding to Diversity: Three Pedagogical Changes the Can Make a Real Difference in ANY College Classroom”

Dr. Craig E. Nelson, Professor of Biology and Public & Environmental Affairs at Indiana University- Bloomington

Issues of diversity are often cast in ways that leave faculty feeling that they are irrelevant to their own classrooms. When we focus instead on pedagogical practices, we see the need for major changes in nearly all courses. Hence, this session will make your day. If you are one of the miniscule minority whose classroom practices are really free of discrimination, you will go away feeling deeply affirmed. If not, you will go away with clearer ideas as to how bias is unintentionally built into our classes and strategies to make your classes fairer while increasing learning.

Specific workshop topics will include:

- How to change lecture courses to radically reduce or eliminate low grades without lowering standards
 - How to make students brighter and harder working using only one hour of class time – in ways that level the playing field for all groups, and
 - How to revise exams and assignments to avoid unfairly and needlessly favoring particular economic or ethnic groups.
-

Thursday, October 3rd, 4-6 PM (Summit Lounge, Gardner Student Center)

“Effective Strategies for Teaching Evolution and Other Controversial Subjects”

Dr. Craig E. Nelson, Professor of Biology and Public & Environmental Affairs at Indiana University- Bloomington

Paradoxically, although the US economy increasingly depends on science, much of the public rejects or does not understand its central theories or how to evaluate them. During this seminar we will discuss several key reasons for this problem and strategies for promoting scientific understanding. The seminar’s main points include the following:

- If we want to promote understanding, we should teach science as a set of processes for thinking critically about (i.e. comparing) alternatives, rather than as a set of facts to be memorized
- Some scientific theories are very strong, others very speculative

ITL Sponsored Events Fall 2002

- Evolution is scientifically as strong as any other major scientific theory
 - If students are to understand controversies involving scientific theories, we must help them understand different views of the consequences of those theories
 - When we disagree about consequences, we often can rationally disagree on how strong evidence for theories must be.
 - Specific examples of classroom strategies and lesson materials will be provided. Although evolution is this semester's central example, several of the strategies presented can apply to many publicly controversial issues involving science.
-

Saturday, September 28th, 8:30 AM - 1:00 PM (West Cardinal, Gardner Ctr.)

“Building Cooperative Learning into Your Classes - A Workshop”

Dr. Karl A. Smith, Morse-Alumni Distinguished Professor of Civil Engineering, University of Minnesota.

Research shows clearly that cooperative learning methods, used effectively, promote student retention, satisfaction, and - most importantly - learning.

The trick is using groups effectively. In this hands-on, interactive workshop, you'll learn how to structure learning groups, help students manage conflicts, avoid typical pitfalls and problems, and handle grading fairly and efficiently. The workshop will include groupwork, videos, brief presentations, and small and large group discussion.

Friday, September 27th, 12-1:30 PM (West Cardinal, Gardner Ctr.)

“Enhancing and Energizing Lecture Classes with Active and Cooperative Learning”

Dr. Karl A. Smith, Morse-Alumni Distinguished Professor of Civil Engineering, University of Minnesota.

Professor Karl Smith is a world-renowned researcher and consultant on the uses of cooperative and collaborative learning methods in higher education.

Dr. Smith will first summarize research support for the importance of actively engaging students in lecture-based classes. He will then demonstrate a range of simple active and cooperative learning strategies through modeling, simulation, and video examples. He will also provide guidance in structuring student-student interaction during class time and using concept tests.

Tuesday, September 24th, 12-1:30 PM (Pine Room, Gardner Ctr.)

ITL Sponsored Events Fall 2002

“Using Technology and Interactive Criteria Sheets to Systematically Observe and Record Data”

Dr. Victor Pinheiro, Associate Professor of Physical & Health Education, College of Education

In many fields - including anthropology, psychology, sociology, education, and nursing - teachers and researchers routinely use systematic observational instruments to collect data. Criteria sheets, or check lists, are among the most common. This session provides guidelines for creating interactive criteria sheets using available technology. You will also see a live, interactive demonstration of a model criteria sheet, followed by a Q&A session.

Tuesday, September 17th, 12- 1:30 PM (Pine Room, Gardner Ctr.)

“Classroom Assessment Techniques: Finding Out How Well They're Learning What We're Teaching”

Dr. Thomas A. Angelo, Director, ITL and Professor of Education

Students need feedback to learn well, and faculty need feedback to teach effectively. Classroom assessment can provide the information both teachers and learners need. In this brief, interactive workshop, you'll learn several simple, practical techniques for getting feedback on how well students are understanding and learning what you're teaching -- before it's too late. You'll also discuss research-based guidelines on how to give feedback most effectively.

Thursday, Sept. 12th, 12-1:30 PM (Pine Room, Gardner Ctr.)

“Helping Students Learn . . . to Meet Our Expectations”

Mr. Michael Morsches, Director of Developmental Programs

This session explores the strange dynamic that occurs when intuitive, expert learners (most faculty) attempt to teach non-intuitive, novice learners (most students). You'll learn several simple, practical strategies for improving note-taking, text comprehension, memory, test-taking skills, etc. that will enable students to rise to - or nearer to - your level of expectations. You'll also see the robust cognitive theories behind these strategies: theories with powerful implications for student learning, as well as for teaching.

Tuesday, September 10th, 12-1:30 PM (Oak Room, Gardner Ctr.)

ITL Sponsored Events Fall 2002

“The 15-Minute Lecture: Less Teaching for More Learning”

Dr. David McConnell, Professor of Geology; Director, The Center for Collaboration & Inquiry; and UA’s 2002 Outstanding Teacher-Scholar

Discover how lecturing less can result in more and better learning, higher student retention, and greater student satisfaction. You’ll learn proven strategies for:

- (1) Getting students to prepare well for class;
- (2) Assigning homework to meet learning goals and cover basic content;
- (3) Actively involving students during class;
- (4) Getting quick, useful feedback on their learning,
- (5) Creating, using, and managing collaborative learning groups; and
- (6) Minimizing the time you spend on grading.

These approaches have been used to convert large (100+ students) general education classes from traditional instructor-centered lecture formats to student-centered active learning environments at the University of Akron and elsewhere. They are also effective in smaller classes in academic majors.