

ITL Sponsored Events Fall 2003

ITL Teaching, Assessment & Learning Workshop #12

Thurs., Dec. 11th, 12-2 PM (Leigh Hall 414)

“Spring Syllabus Tune-Up: Small Changes that Can Improve Learning”

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

Many of us tinker with our syllabi -- and our courses -- between semesters. In this session, we'll consider several small changes that can improve student learning and reduce frustration -- without adding more work for instructors.

ITL Teaching, Assessment & Learning Workshop #11

Mon., Dec. 8th, 12-2 PM (Leigh Hall 414)

“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. You'll review the basic purposes and typical contents of teaching portfolios, see some excerpts, and draft your own table of contents. By the end of the workshop, you'll have a practical plan for developing a teaching portfolio during the Holiday Break, if you so desire.

ITL Teaching, Assessment & Learning Workshop #10

Wed., Dec. 3rd, 12-2 PM (Leigh Hall 414)

”Sharing Promising Ideas, Possible Applications, and Practical Next Steps”

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

This is your session to share with colleagues the promising techniques and ideas you've tried this semester, reflect on what you've learned through those experiences, and plan initial steps for successfully implementing one or two of the best ideas in your Spring Semester courses.

ITL Teaching, Assessment & Learning Workshop #9

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Mon., Nov. 17, 12-1:30 PM (Leigh Hall 414)

“Access 101 -- Removing Barriers to Learning”

**Dr. Sally M. Gamauf, Director and Psychologist,
Mara Byers, Amy Liikala Conwi & Jason Tomlinson, Disability Specialists, Office
of Accessibility.**

Today, one out of eleven incoming college students has documented learning or other disabilities. By law, these students may be eligible to receive academic accommodations in your classroom designed to provide equal access to learning. What is your role in the accommodation process? What teaching/learning strategies are beneficial? What is legally mandated by the Americans with Disabilities Act? The staff of the Office of Accessibility will provide this interactive session to focus on these questions and your concerns.

ITL Teaching, Assessment & Learning Workshop #8

Thurs., Nov. 13th, 12-2 PM (Leigh Hall 414)

“Student Evaluation of Teaching: Stubborn Myths, Research Findings, Practical Remedies”

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

Complaints about student evaluation of teaching -- perhaps even more those about parking -- unite college teachers, department chair, and deans. And persistent, often self-serving myths abound. I'll argue that if we don't evaluate teaching and courses well, it isn't because no one knows how. In fact, a vast and deep research and good practice literature exists on teaching and course evaluation. This session explores (and hopes to explode) common myths and misconceptions about student, peer, and self-evaluations and offers guidelines and standards for good practice in evaluating teaching and courses. It also suggests ways to ethically and responsibly improve your own student evaluations.

ITL Teaching, Assessment & Learning Workshop #7

Tues., Nov. 11th, 12-2 PM (Leigh Hall 414)

“Improving Testing and Grading: More Learning Gain, Less Teacher Strain!”

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

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There's still a little time left to tweak our last few tests and the Final Exam/Project a bit, and to help students prepare more effectively for them, 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 test and 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 a test, final exam/project with you to review and mark up during the session.

ITL Distinguished Visiting Scholar Seminar V

Friday, Nov. 7th, 2-3:30 PM (Student Union Theater)

"Doing Classroom Research and Getting It Published"

Dr. William Becker, Professor of Economics, Indiana University, and Editor, The Journal of Economic Education

Drawing on his extensive personal experience as a well-published researcher of teaching and learning and as editor of journals that publish this research, Professor Becker will offer methodological guidelines and practical advice for faculty in all disciplines interested in doing and publishing the scholarship of teaching and learning.

ITL Teaching & Learning with Technology Seminar

Wed., Nov. 5th, 12-1:30 PM (Leigh Hall 414)

"On-Line Tutoring: One-on-One Instruction to Support Course Objectives"

***Litsa Varonis, Multimedia Specialist, and
Dwight Bishop, Senior Multimedia Producer, Design and Development Services.***

Session description forthcoming.

ITL Teaching & Learning with Technology Seminar

Monday, Nov. 3rd, 12-2 PM (Zook Hall 335)

"Student E-Portfolios: Promoting and Documenting Learning and Reflection"

**Dr. John Savery, Asst. Professor of Education, &
Dr. Sufian Forawi, Asst. Professor of Education**

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This session will demonstrate how portfolios of student work -- whether paper- or web-based -- can increase learning and incorporate authentic assessment in many undergraduate courses. Portfolios are intentionally organized collections of students' work and of their reflections upon that work. The presenters will share experiences and suggestions for promoting reflective writing and developing electronic portfolios -- as well as examples of undergraduate and graduate e-portfolios.

ITL Distinguished Visiting Scholar Seminar IV

Friday, Oct. 31st, 11:30 AM -1:30 PM (Student Union Ballroom D)

“Lessons Learned in 6 Decades of Teaching -- and Researching Teaching & Learning”

Dr. Wilbert J. "Bill" McKeachie, Professor Emeritus of Psychology and Director Emeritus of the Center for Research on Learning and Teaching at the University of Michigan

From the beginning of his teaching career in psychology in 1946 to the present, Bill McKeachie's students have taught him a great deal. Each class, as each student, is different. What works in one class may not work in another, or even in that same class later in the term. Similarly, his landmark studies of teaching and learning taught him that research is "heuristic" -- it never comes out exactly as he expects. These surprises in teaching and research regularly require him to reconsider and think some more. Drawing on nearly six decades of experience and research, he'll discuss enduring classroom mysteries, lessons learned, and strategies he uses when the first approach doesn't work.

ITL Distinguished Visiting Scholar Seminar III

Thurs., Oct. 2nd, 4-5:30 PM (Leigh Hall 414)

“Statistical Thinking: Can Any of Us Be Successful Without It?”

Dr. Robert Mason, President of the American Statistical Association, Institute Analyst at the Southwest Research Institute, and Fellow of the American Society for Quality

Statistics is an extremely useful field of study that offers many exciting career opportunities to students in a variety of disciplines. In addition, statistics provides powerful tools and methods used by faculty in many fields. For over 160 years, statistical thinking has been used in the United States to solve critical problems in areas as diverse as the social sciences, engineering, business, education, law, natural

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sciences, and health-related fields. This presentation provides an overview of the importance and current applications of statistical thinking and statistical methods.

ITL Teaching, Assessment & Learning Workshop #6

Monday, Sept. 29th, 12-1:30 PM (Leigh Hall 414)

“Getting and Giving Feedback for Learning -- without exhaustion!”

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

The overall importance of feedback for learning (and teaching) improvement is clear. The details of how best to get and give feedback are less obvious. This workshop will provide simple, practical techniques and guidelines for finding out how well your students are "getting it" -- and for giving them helpful feedback before it's too late. We'll consider ways to minimize teacher time and effort and maximize positive impact on learning and motivation. [Much of the workshop content draws on [Classroom Assessment Techniques](#) (1993) by Angelo & Cross.]

ITL Distinguished Visiting Scholar Seminar II

Friday, Sept. 26th, 12-1:30 PM (Leigh Hall 414)

“Telling Your Story: Narrative inquiry into teaching and learning”

Dr. Daniel J. Bernstein, Director, Center for Teaching Excellence and Professor of Human Development and Family Life, The University of Kansas -- and Carnegie Teaching Scholar

Teaching can involve a great deal of serious intellectual work, but too often that work is unnoticed or even lost. Creating and sharing course portfolios provides opportunities for teachers to reflect on their students' success in learning and to generate ideas for enhancing students' understanding in future classes. A course portfolio containing samples of student work also provides a useful trace of the intellectual work done in creating a course and exploring its effectiveness. This session will consider both the "whys" and "hows" of course portfolios and provide many examples.

ITL Teaching, Assessment & Learning Workshop #5

Thursday, Sept. 18th, 12-2 PM (Carnation Room-Ayer Hall)

”Harnessing the Power of Memory: Helping Students Develop Necessary Foundations for Deeper Learning”

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Mr. Michael Morsches, Director, Developmental Programs, University of Akron

What would you advise a student who has trouble remembering material she obviously studied diligently? Would you tell her to work harder? Whatever your advice, are you confident that it will improve her performance? While the ability to memorize key content isn't sufficient for deep learning, it is necessary. This workshop will explore the quixotic nature of memory and offer many practical suggestions to help students harness the power of memory. Specific memory and study improvement strategies for various disciplines will be offered.

ITL Distinguished Visiting Scholar Seminar I

Friday, Sept. 12th, 12-1:30 PM (Ballrooms D&E - Student Union)

“Scholarship Expanded: Documenting Scholarship of Teaching and Scholarship of Engagement for Professional Advancement”

Dr. Devorah Lieberman, Vice-Provost and Special Assistant to the President for Diversity, Advising, and Assessment, and Professor of Communication Studies -- Portland State University

Nearly all faculty are interested in documenting their work for professional advancement. Advancement may mean retention, tenure and promotion, teaching awards, grants, consulting -- or improving one's chances on the job market. Unfortunately, however, it's often unclear what is considered evidence of "effective teaching," "scholarship of teaching," "scholarship of engagement" or "discipline-based scholarship" -- and how best to document those activities. This session focuses on elements common to all forms of scholarship. Participants will have an opportunity to discuss their own scholarly interests and how best to document and present them.

ITL Teaching, Assessment & Learning Workshop #4

Wednesday, Sept. 10th, 12-2 PM (Zook Hall 34)

“Electronic Curbscuts: Designing Courses for Accessibility”

Dr. Sally Gamauf, Director, Office of Accessibility; Patrick Tabatcher, Graphics Instructional Designer; and Litsa Varonis, Multimedia Specialist, Design and Development Services.

This session will demonstrate how course developers and disability specialists at the University of Akron are collaborating to move beyond usable design to accessible design in course-based websites, WebCT, and PowerPoint. "Before and After" versions

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of course materials -- some from General Education courses -- will show clearly that what one person sees is not what everyone gets. Session leaders will share guidelines and techniques for creating our own "electronic curbcuts" to improve accessibility and learning.

ITL Teaching, Assessment & Learning Workshop #3

Thursday, Sept. 4th, 12-1:30 PM (Ballrooms D&E - Student Union)

"If They'd Just Come to Class Prepared! Strategies for Minimizing Procrastination and Maximizing Student Preparation . . . and Attendance"

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

We all know that students learn more when they come to class . . . and when they come prepared. And we realize we can't have effective class sessions unless they are prepared. But many of our students seem to lack the will or skills needed to manage their time or prepare effectively. Drawing on the research and good practice literature, this workshop offers several simple, practical strategies for helping students manage procrastination and improve their preparation. We'll consider how classroom activities, assignment design, and grading policies can help. And we'll encourage participants to share your best ideas.

ITL Teaching, Assessment & Learning Workshop #2

Thursday, Aug. 28th, 12-1:30 PM (Ballrooms D&E - Student Union)

"Engaging Students Actively -- and Reflectively -- in the Work of Learning"

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

Do some, or even most of your students sit passively through lectures, labs, and discussions -- whether online or f2f -- and refuse to engage? If so, you're likely to find this workshop of use.

Learning requires active engagement, of course, and often a lot of hard work. But, in order to become meaningful and lasting, learning also requires active reflection. In this workshop, we'll consider several ways to engage and motivate students to do that hard work, as well as simple techniques for promoting active reflection.

ITL Teaching, Assessment & Learning Workshop #1

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Tuesday, August 26th, 12-1:30 PM (Ballrooms D&E - Student Union)

“Starting with Success: Promoting Learning and Civility from Week One”

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

The sayings "Well begun is half done" and "First impressions last" are just as valid inside the classroom as outside. In this hands-on workshop, we'll explore why and how the first class meetings are crucial to setting students' expectations and shaping their behavior for the rest of the semester. You'll consider ways to make your syllabus clearer and more useful, to encourage responsible and civil classroom behavior, and to promote high standards for learning. You'll also learn simple techniques for encouraging active engagement and collaboration among students that will result in more learning for students and less stress and strain for you.
