MAKING LEARNING VISIBLE

A CONFERENCE ON TEACHING AND LEARNING

FOR LOCAL FACULTY

HOSTED BY

AUGUSTANA COLLEGE

OFFICE OF ACADEMIC AFFAIRS

AUGUSTANA CENTER FOR TEACHING

AND LEARNING

APRIL 29-30, 2011

Conference Schedule

Friday, April 29, 2011

3:30-5:00 PM Opening Reception and Featured
Presentation-"Learning in Immersion Terms"

Saturday, April 30, 2011

9:00-9:15   Registration and coffee
9:15-10:15   Welcome
Keynote: "What We've Learning from
the Wabash Study."
Dr. Mark Salibury

10:30-11:45   Concurrent Sessions (A)

A. Innovative Classroom Pedagogy
B. Technology, Learning and Assessment
C. Online learning

12-12:45   Lunch and conversation

1:00-2:15   Concurrent Sessions (B)

A. Technology and Teaching
B. Setting the Stage for Learning
C. Learning in Context
D. Involving the Community

2:30-3:45   Concurrent Sessions (C)

A. Project Based Learning
B. Learning in the Community

Friday, April 29, 2011
3:30-5:00 PM Wilson Faculty Center
Opening Reception and Presentation

In the fall of 2010, Augustana offered two "immersion" terms. One cohort of students completed classes related to hydro-ecology while another studied neuro-philosophy. Immersion terms promise to deepen student learning and engagement by "blowing up" the schedule and allowing students and faculty to focus on the development of an integrated learning community. Our opening session will describe the terms in more detail and present the outcomes that were identified.

Kevin Geedey, Biology Department
Reuben Heine, Geography Department
Ian Harrington, Psychology Department

Saturday, April 30, 2011
Olin Center

9:00   Registration and Coffee in the
        Olin Center Lobby

9:15   Welcome and Keynote   Olin Auditorium
        "High Impact Practices that Promote Student Learning"

The initial results of Wabash National Study indicate that student learning is increased when certain key experiences repeat themselves. Come and learn more about these practices and why they are so influential.

Mark Salisbury, Augustana Institutional Research and Assessment; Teagle Scholar, Wabash Center

Concurrent Sessions (A)   10:30-11:45 AM

Session A1: Innovative Classroom Pedagogy   Olin 302
Active learning Methods in an Introductory Physics Course
Three active learning methods, Just-in-Time Teaching (JITT), Peer Instruction, and Interactive Lecture Demonstrations, have been utilized to improve conceptual learning in an introductory physics course. Student learning is demonstrated by comparing pre- and post-test results using a conceptual assessment.

Nathan Frank, Augustana Physics Department

Promoting Active Learning in the Classroom Through Performance Projects
For the past five years, I have regularly integrated performance projects into my teaching in many different classes. This presentation will present the pedagogical rationale behind these assignments, offer a handful of example projects, look at methods of evaluation, discuss caveats, potential problems, and drawbacks, and overview both student reactions and outcomes for

learning. Afterwards, I hope to open the floor for discussion and to allow others who have tried similar assignments to share their experiences.

Kirsten Day, Augustana Classics Department

Concept Mapping: Integrating Information

One way to identify key concepts and illustrate the relationships among them is for students to design concept maps. After reading, lectures, and/or class discussion students create an overview of the material and indicate how concepts are connected to each other.

Kirsten Douglas, Augustana Biology Department

Session A2: Technology, Learning and Assessment   Olin 304

Blogs as a Tool for Program Assessment

Our Religious Studies program requires majors to keep a blog from the time of declaring their major to graduation. The students write in response to prompts designed to have students reflect on the program's assessment outcomes, as well as other topics such as their goals as a major and interdisciplinarity. The program faculty read and discuss the blogs in order to assess those program outcomes, to get feedback on particular classes, and to assess the needs of majors. The blogs also lead up to the capstone experience (thesis, practicum).

Matthew Shadle, Loras Religion Department

The Push of a Button: Assessing First-Year Students' Information Literacy Skills Using i-Clicker and Survey Monkey

Last fall, the librarians at Augustana College administered an electronic Information Literacy pre-test to first-year students in the context of a library instruction session. Designed to gauge students' level of comfort and ability with common research tasks, the 10-question interactive test targeted key competencies such as identifying a scholarly source and distinguishing between primary and secondary materials. Students logged their anonymous responses with hand-held remotes and received immediate feedback. Librarians used the test results to tailor their instruction efforts throughout the year, and are conducting a post-test again this spring.

Amanda Makula, Augustana Tredway Library

Session A3: Interactive Online Instruction   Olin 305

Lecture Capture

Online classes from anywhere and anytime is almost "old news". Lecture capture is good news (but expensive news)and serve the lecture purpose. What you will see in this presentation is anywhere, live, AND interactive online class delivery. A great solution for not having classes cancelled, for bringing in students from anywhere to classroom, and for distance live online office hours.

Janine Loveless, Eastern Iowa Community College

Lunch and Conversation   Olin 307

Concurrent Sessions (B) 1:00-2:15

Session B1: Technology and Teaching   Olin 302

Using Smartmusic Technology in Music Tech Courses

This past fall we began using the Smartmusic software in our brass techniques course. Smartmusic is a software program that encourages individualized assessment and immediate feedback for the students. It also helps encourage independent work outside of class that works technical aspects of performance so that class time is better spent on pedagogical materials.

Glenn Pohland, Loras Music Department

Technology Supporting Pedagogy

Over the past year, I have been experimenting with several new and exciting technologies that support pedagogies which would otherwise not have been possible. I have been using Wikis to transform the traditional student-teacher dialogue into a peer-peer conversation. I have been using computational software to support student inquiry and modeling even when the students have missing prerequisite skills. And I have recently been using LiveScrive pencasts to allow students repeatable interactions with in-class presentations and feedback.

Brian Katz, Augustana Mathematics Department

Session B2: Setting the Stage for Learning   Olin 304

Student Perceptions of Pre-Lecture On-Line Quizzes

As an alternative to in-class paper based quizzes, this past fall faculty in the Division of Physical Education and Sport Studies at Loras College experimented with the use of pre-lecture, on-line quizzes in two Introduction to Kinesiology courses. During a 15 week semester, students completed twenty, timed, on-line, open-book quizzes on assigned readings prior to class. At the end of the semester students completed a short survey to assess their perceptions about the use and usefulness of this quizzing strategy. In this presentation, I will share some of the initial finding.

Sara Glover, Loras Physical Education & Sports Studies Division

Knowledge Surveys

Knowledge surveys cover the breadth and depth of course content. They foster metacognitive skills and increase student motivation and responsibility.

Kevin Geedey, Augustana Biology Department

Jon Clauss, Augustana Center for Teaching and Learning

POGIL

POGIL (Process Oriented Guided Inquiry Learning) originated in college chemistry departments in 1994 and is now a learning strategy used in over 1,000 classrooms. POGIL uses guided inquiry-a learning cycle of exploration, concept invention and application –as a basis for materials that students use to construct new knowledge. Students work in small groups with assigned roles through a guided inquiry process that helps them construct new knowledge. Information will be provided on how to obtain training in POGIL and the strong support system developed by this organization.

Lori Scott, Augustana Biology Department

Session B3: Learning in Context
Olin 305

Based on an Image: Using Digitized Photographs to Teach about the Past

This presentation will discuss how the use of emerging digitized archives and iconographic collections can be used to teach students about the past. Over the past few years I have designed assignments for students to "put themselves inside/behind an image" and reflect from a first person perspective to contextualize and historicize a myriad of issues. Additionally, the use of this technique also enhances their information literacy skills as students are expected to obtain images from scholarly databases and archival sources rather than just "googling." I intend to demonstrate how I have been successful using this technique in a traditional classroom setting as well as in a more experiential (study abroad) learning environment.

Mark E. Kéhren, Loras History Department

Making Learning Visible Abroad

This session will present ways of learning about and investigating the arts while traveling abroad with Augustana students. Exploring the visual arts "on location" is truly making learning visible. Examples of class sessions, fieldwork, and student work presented.

Rowen Schussheim-Anderson, Augustana Art Department

Concurrent Sessions (C) 2:30-3:45

Session C1: Project Based Learning
Olin 302

Using Real-World Projects to Focus Student Learning

Assigning an all encompassing project to be completed and presented at the end of a term helps to focus student learning and results in students producing remarkable work.

Joshua Dyer, Augustana Physics Department

"Launch Into Life"; An Experiential Course in Entrepreneurship

This presentation will detail an experiential course in entrepreneurship where students were responsible for the success of a real business. The business created a personal finance guidebook for new college graduates and young adults to help them prepare for their financial transition into their life and careers. Students had ultimate responsibility for every step of the process from creating their business, organizational structure, product decision and design, generating revenue, budgeting, production and ultimately rolling out the final product. The goal of the course was to learn about and experience the various aspects of running a business and to be responsible for its successful outcome. The final rollout of the guidebook was accompanied by a showcase presentation to the local business and campus community. The showcase and final product were met by accolades from those on campus, local business leaders, advertisers in the guidebook and the media. The challenges of organizing, managing and grading such a class and project will also be covered in the presentation. Copies of the Guidebook will be provided for each session participant, along with the syllabus and other course documents.

John Upstorm, Loras Business Administration Department

A Unique School Experience

Partnering with a local junior high school, Education Department students have had the opportunity to craft a new experience for students at the school. After spending time at Smart Junior High School, the pre-service teachers design an offering that has not previously been possible.

Mike Schroeder, Pat Shea and Sohyun An, Augustana Education Department

Implementing Asset Mapping in the Classroom

Asset Mapping in sociology and modern language courses promote student engagement and achievement of course outcomes. Asset Mapping is a means of community development that seeks to identify strengths and challenges within a community in order to foster social change. In our courses, projects have included researching communities within the Dubuque area, constructing asset maps of neighborhoods and college campuses, as well as creating plans for change. Evaluation of Asset Mapping and course related outcomes has occurred through group projects, exams, and student feedback. Preliminary results suggest asset mapping projects facilitate student understanding of the relationship between individuals and their communities and meet other course specific goals.

Kate McCarthy-Gilmore and Lisa Garoutte, Loras College

Moving in (to) the Community

The Physical Education Teacher Education faculty strongly believes in providing as much experiential learning opportunities in our physical education teacher education program as possible. This presentation will describe how we have developed partnerships with multiple constituents in our community and how those opportunities have enhanced student learning and provided a service for the community.

Deb Sazama, Loras Physical Education Department