



2006 CASTL Colloquium
on the Scholarship of Teaching
and Learning

Evidence, Impact and Momentum

April 1 & 2, 2006
Madison Concourse Hotel
Madison, Wisconsin

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DEVELOPMENT

UWS
Leadership
Site for the
Scholarship of
Teaching and Learning



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FEATURED SPEAKERS

Barbara Cambridge fills the roles of Senior Program Officer for the National Council of Teachers of English, CASTL Associate to The Carnegie Foundation for the Advancement of Teaching, and President of the International Society for the Scholarship of Teaching and Learning. She serves as a commissioner for the Western Association of Schools and Colleges and on the Boards of the Washington Internship Institute and the Teacher Education Accreditation Council. Barbara co-leads the National Coalition for Electronic Portfolio Research and serves as consulting editor for *Change* magazine and editor of the *Journal of Teaching Writing*. At her home campus, Indiana University-Purdue University Indianapolis, Barbara is professor of English and associate dean of the faculties. Her latest publications include books on electronic portfolios for students, teachers, and institutions and on campus support for the scholarship of teaching and learning.

Katharine Lyall is President-emeritus of the University of Wisconsin System and Visiting Senior Scholar, The Carnegie Foundation for the Advancement of Teaching. She served as President of the UW System from 1992-2004 and earlier held faculty positions in economics and public policy at Syracuse University and Johns Hopkins University. She currently serves on the boards of the M&I Bank, Wisconsin Public Television, and the Council on Aid to Education. She and Professor Kathleen Sell are co-authors of a new book, *True Genius of America at Risk: Are We Losing Our Public Universities to De Facto Privatization?*

Lee S. Shulman is the eighth President of The Carnegie Foundation for the Advancement of Teaching. He was Professor of Education at Stanford University after being Professor of Educational Psychology and Medical Education at Michigan State University. He is a past president of the American Educational Research Association (AERA) and a Fellow of the American Academy of Arts & Sciences. Shulman's specializations include teaching and teacher education and the scholarship of teaching and learning. A two-volume collection of his essays, *The Wisdom of Practice and Teaching as Community Property*, was published in 2004. He is recipient of the 2006 Grawemeyer Prize in Education.

COVER PHOTOS by Jeff Miller. Copyright © UW-Madison University Communications. TOP: Aerial view looking north of the downtown Madison skyline, including (bottom to top) Lake Monona, Monona Terrace Convention Center, the Wisconsin State Capitol, the Madison Concourse Hotel, and Lake Mendota during spring. LEFT: Bascom Hall with a "W" crest banner hanging between the building's columns as seen in a telephoto lens view from the bottom of Bascom Hill during spring, following renovation of the front entrance portico. RIGHT: A rooftop sculpture called "Modern Day Thinker" by artist Lori A. Vandenberg frames a view of the Wisconsin State Capitol building dome during a summer sunset. The sculpture is visible through the windows of the 13th floor study lounge in the Educational Sciences building.

PROGRAM AT A GLANCE

Saturday, April 1st

- 12:00 n - 3:00 pm** **CASTL Colloquium Registration**
Foyer, 2nd Floor
- 3:00 pm - 3:30 pm** **Opening Plenary Session**
Capitol Ballroom, 2nd Floor
- 3:45 pm - 6:00 pm** **Student Commons**
VIP Room, 2nd Floor
- 3:45 pm - 4:45 pm** **Concurrent and Roundtable Sessions**
- 5:00 pm - 6:00 pm** **Concurrent and Roundtable Sessions**
- 6:00 pm - 6:30 pm** **Poster Session Set-up**
Wisconsin Ballroom, 2nd Floor
- 6:00 pm - 6:30 pm** **Reception with Cash Bar**
Capitol Ballroom, 2nd Floor
- 6:30 pm - 8:00 pm** **Dinner**
Capitol Ballroom, 2nd Floor
Speaker: Katharine Lyall, President-emeritus of the
University of Wisconsin System and Visiting Senior Scholar with
The Carnegie Foundation for the Advancement of Teaching
- 8:00 pm - 9:30 pm** **Dessert and Poster Session**
Wisconsin Ballroom, 2nd Floor

Sunday, April 2nd

- 8:00 am - 9:00 am** **Continental Breakfast**
Wisconsin/Capitol Ballroom, 2nd Floor
- 9:00 am - 2:00 pm** **Student Commons**
VIP Room, 2nd Floor
- 9:00 am - 10:00 am** **Concurrent Sessions**
- 10:15 am - 11:15 am** **Concurrent Sessions**
- 11:30 am - 12:45 pm** **Plated Lunch (no program)**
Madison/Wisconsin Ballroom, 2nd Floor
- 1:00 pm - 2:00 pm** **Concurrent Sessions**
- 2:15 pm - 4:00 pm** **Closing Plenary**
Madison/Wisconsin Ballroom, 2nd Floor
Speaker: Lee Shulman, President of the Carnegie Foundation
for the Advancement of Teaching

CONFERENCE AGENDA

Saturday, April 1st

12:00 n - 3:00 pm **CASTL Colloquium Registration**

Foyer, 2nd Floor

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VIP Room, 2nd Floor

3:45 pm - 4:45 pm **Concurrent and Roundtable Sessions**

Concurrent Sessions

Caucus Room, 1st Floor

The Subject is Learning: Undergraduates conducting the scholarship of teaching and learning [Learning]

- Cheryl Albers, Buffalo State College

University A, 2nd Floor

Students in a Community of Dialogue [Learning]

- Betsy Decyk, California State University Long Beach
- Carmen Werder, Western Washington University
- Kimberly Shay, University of Washington Bothell

University B, 2nd Floor

Mapping Student Learning Throughout the Collaborative Inquiry Process: The progressive e-poster [Learning]

- Kathy Takayama, University of New South Wales

University C, 2nd Floor - Combined Session

Documentation Creates a Space to Examine Teaching and Learning [Teaching]

- Kalyn Owens, North Seattle Community College
- Tom Drummond, North Seattle Community College

Student and Instructor Expectations in a Democratic Classroom [Teaching]

- Suzanne Fondrie, University of Wisconsin-Oshkosh

University D, 2nd Floor

The Goals of Inquiry: Student and faculty perceptions [Teaching]

- Jo Paoletti, University of Maryland
- Laura Greene, Augustana College
- Dara Wegman-Geedey, Augustana College

Conference Room II, 2nd Floor

Developing and Integrating a Campus Program for Scholarship of Teaching and Learning Initiatives [Institutional]

- Amy Burnett, University of Nebraska Lincoln
- Amy Goodburn, University of Nebraska Lincoln
- Paul Savory, University of Nebraska Lincoln

Saturday, April 1st (continued)

3:45 pm - 4:45 pm Concurrent and Roundtable Sessions

Concurrent Sessions (continued)

Conference Room III, 2nd Floor

The Scholarship of Assessment: Agency and department assessment [Institutional]

- Cassandra Phillips, University of Wisconsin-Waukesha
- Greg Ahrenhoerster, University of Wisconsin-Waukesha
- John Pruitt, University of Wisconsin-Marshfield/Wood County

Conference Room IV, 2nd Floor

How Scholarly is the Scholarship of Teaching and Learning in Practice? [Teaching]

- Katrina Strampel, University of Waterloo
- Pia Marks, University of Waterloo
- Vivian Schoner, University of Waterloo

Conference Room V, 2nd Floor

How Students Understand Intersections [Learning]

- Deb Pattee, University of Wisconsin-Eau Claire
- Helen Bannan, University of Wisconsin-Oshkosh
- Ronna Popkin, University of Wisconsin-Madison

Room 607, 6th Floor

The Scholarship of Teaching and Learning in Medical Education [Disciplinary/Professional]

- Barbara J. Daley, University of Wisconsin-Milwaukee
- Dario Torre, Medical College of Wisconsin
- Tracy Stark, University of Wisconsin-Milwaukee

Room 629, 6th Floor

Long-term Impact of a Scholarship of Teaching and Learning-like Endeavor on STEM Graduate Students and Post-docs at a Research-Extensive University [Learning]

- Jana Bouwma-Gearhart, University of Wisconsin-Madison
- Susan Millar, University of Wisconsin-Madison

Roundtable Sessions

Senate A/B, 1st Floor

Administrative Perspectives on the Design and Implementation of an Institutional Teaching and Learning Center

- Gerald Ratliff, State University of New York Potsdam

Building Momentum through Faculty Scholarship of Teaching and Learning Communities

- Cammy Artiz, Houston Community College Southeast
- Jane Cirillo, Houston Community College Southeast

Course Management Systems and the Scholarship of Teaching and Learning

- Jude A. Rathburn, University of Wisconsin-River Falls

Saturday, April 1st (continued)

3:45 pm - 4:45 pm Concurrent and Roundtable Sessions

Roundtable Sessions (continued)

Senate A/B, 1st Floor

Effects on Student Performance from Redesigned Psychology 100

- Carlee Belles, Eastern Washington University
- Larry Kiser, Eastern Washington University

Evidence of Student Learning: Reflecting on its role in scholarship of teaching and learning research

- George Rehrey, Indiana University

Going Public with Evidence of Learning in Discipline-Specific Research Journals

- Carol Springer, Georgia State University
- Faye Borthick, Georgia State University
- Harry Dangel, Georgia State University

The Impact of Learning Communities on African-American Students: Inclusion, motivation and retention

- Marian Staats, Oakton Community College
- Michelle James, Oakton Community College
- Patti Interrante, Oakton Community College

Technology as Bait: How to get 100 instructors to adopt effective pedagogy without realizing it

- David McConnell, The University of Akron

The Transdisciplinary Matrix: A description in process

- Donald Hanover, Holyoke Community College

Using Sociological Imagination and Student Journals to Unlearn Violence

- Dennis Rome, University of Wisconsin-Parkside

5:00 pm - 6:00 pm Concurrent and Roundtable Sessions

Concurrent Sessions

Caucus Room, 1st Floor

Teaching Diversity and Sustainability: Professional development and the scholarship of teaching and learning [Teaching]

- Evelinn Borrayo, Colorado State University
- Peter Newman, Colorado State University
- Silvia Canetto, Colorado State University
- William M. Timpson, Colorado State University

University A, 2nd Floor

Developing the Scholarship of Teaching and Learning at the Local Level: Challenges, pathways and solutions [Institutional]

- Daniel J. Bernstein, University of Kansas
- Marilyn Repsher, Jacksonville University
- Spenser Benson, University of Maryland College Park

Saturday, April 1st (continued)

5:00 pm - 6:00 pm **Concurrent and Roundtable Sessions**

Concurrent Sessions (continued)

University B, 2nd Floor

The Visible Knowledge Project: The power and limits of the scholarship of teaching and learning in a national collaborative project

[Institutional]

- Bret Eynon, LaGuardia Community College
- Cecilia O'Leary, California State University Monterey Bay
- Randy Bass, Georgetown University

University C, 2nd Floor - Combined Session

Research on Teaching: Motivating reluctant learners' Interest in research methods and statistics

[Learning]

- Ronnie Mahler, Buffalo State College

Student Response Systems' Impact on Student Enthusiasm and Learning

[Learning]

- Doug Dunham, University of Wisconsin-Eau Claire
- Matt Evans, University of Wisconsin-Eau Claire

University D, 2nd Floor

Using Concept Map Tools to Address the Scholarship of Teaching and Learning in Adult Education

[Teaching]

- Barbara Daley, University of Wisconsin-Milwaukee
- Simone Conceicao, University of Wisconsin-Milwaukee

Conference Room II, 2nd Floor

My Work, Your Work, Our Work: The evolution of the scholarship of teaching and learning at UW Milwaukee

[Institutional]

- Anthony Ciccone, University of Wisconsin-Milwaukee
- Erik Timmerman, University of Wisconsin-Milwaukee
- Vicki Bott, University of Wisconsin-Milwaukee

Conference Room III, 2nd Floor

Who Are We Talking To, and in What Language: Negotiating a scholarship of teaching and learning framework in medicine

[Disciplinary/Professional]

- Claire Netherton, University of New South Wales
- Peter Looker, University of New South Wales

Conference Room IV, 2nd Floor

Performing Scholarship: Is it just an act?

[Teaching]

- Lisa Kornetsky, University of Wisconsin System
- Matthew Kaplan, University of Michigan
- Suzanne Burgoyne, University of Missouri Columbia

Conference Room V, 2nd Floor

Faculty Collaborative Learning through Two First-Year Pilot Programs

[Teaching]

- Dorothy Anway, University of Wisconsin-Superior
- Lisa Larson, University of Wisconsin-Superior
- Rosemary Keefe, University of Wisconsin-Superior

Saturday, April 1st (continued)

5:00 pm - 6:00 pm **Concurrent and Roundtable Sessions**

Concurrent Sessions (continued)

Room 607, 6th Floor

Teaching and Learning in the Philosophy Classroom: Two case studies on reading/writing as philosophers [Learning]

- David Concepcion, Ball State University
- Paul Ranieri, Ball State University
- Stephen Schulman, Ball State University

Room 629, 6th Floor

Strategies and Instruments for Documenting the Impacts of Service-Learning on Undergraduate Students [Learning]

- Chantal Levesque, Missouri State University
- Lyn Goldberg, Missouri State University
- Tim Knapp, Missouri State University

Roundtable Sessions

Senate A/B, 1st Floor

Changing Hearts and Minds in a Diversity Course for Information Sciences and Technology (IST) Majors

- Eileen M. Trauth, Pennsylvania State University
- R. Neill Johnson, Pennsylvania State University

Evidence, Impact, and Momentum in a Campus-Wide Scholarship Initiative

- Laura Border, University of Colorado Boulder
- Lauren Saenz, University of Colorado Boulder

Exploring the Scholarship of Online Teaching and Learning

- Cammy Artiz, Houston Community College Southeast
- Jane Cirillo, Houston Community College Southeast

From Telescopic to Wide-Angle: Faculty and student lenses give insights on collaborative learning

- Betsy Decyk, California State University Long Beach
- Deanna Palmer, California State University Long Beach

Maximizing the Scholarship of Teaching and Learning Momentum: Bridging the gaps between administrative and faculty interests

- Lori Carroll, University of Wisconsin-Oshkosh

Online Supported Educational Mentoring: Sharing learning beyond classroom borders

- Anne Kelly Hoel, University of Wisconsin-Stout

Share and Learn: Using the KEEP toolkit to move scholarship of teaching and learning forward and upward

- Cheryl Richardson, The Carnegie Foundation for the Advancement of Teaching
- Toru Iyoshi, The Carnegie Foundation for the Advancement of Teaching

Saturday, April 1st (continued)

5:00 pm - 6:00 pm Concurrent and Roundtable Sessions

Roundtable Sessions (continued)

Senate A/B, 1st Floor

Socializing First-Generation College Students to the Norms of Higher Education

- Dennis Rome, University of Wisconsin-Parkside
- Kiesha Warren-Gordon, University of Wisconsin-Parkside

Students as Researchers; Students as Researched

- Ali Gattoni, University of Wisconsin-Milwaukee
- Elizabeth Buchanan, University of Wisconsin-Milwaukee
- Jessy Olson, University of Wisconsin-Milwaukee

Using Pooled Data from Related Scholarship of Teaching and Learning Projects to Evaluate a Scholarship of Teaching and Learning Initiative: Is it possible?

- Christine Pfund, University of Wisconsin-Madison
- Don Gillian-Daniel, University of Wisconsin-Madison
- Mark Connolly, University of Wisconsin-Madison

6:00 pm - 6:30 pm Poster Session Set-up
Wisconsin Ballroom, 2nd Floor

6:00 pm - 6:30 pm Reception with Cash Bar
Capitol Ballroom, 2nd Floor

6:30 pm - 8:00 pm Dinner
Capitol Ballroom, 2nd Floor
Speaker: Katharine Lyall, President-emeritus of the University of Wisconsin System and Visiting Senior Scholar with The Carnegie Foundation for the Advancement of Teaching

8:00 pm - 9:30 pm Dessert and Poster Session
Wisconsin Ballroom, 2nd Floor
See the Poster Session List in your meeting packet

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8:00 am - 9:00 am **Continental Breakfast**
Wisconsin/Capitol Ballroom, 2nd Floor

9:00 am - 2:00 pm **Student Commons**
VIP Room, 2nd Floor

9:00 am - 10:00 am **Concurrent Sessions**

Room 629, 6th Floor

Lesson Study: Building the scholarship of teaching and learning one lesson at a time [Teaching]

- Bill Cerbin, University of Wisconsin-La Crosse
- Bryan Kopp, University of Wisconsin-La Crosse

Room 638, 6th Floor - Combined Session

Evidence of Effective Learning of Mathematics: Team-based self-teaching and self-learning [Disciplinary/Professional]

- Simei Tong, University of Wisconsin-Eau Claire

Integrative Learning in a Mathematics Classroom — A Work in Progress [Disciplinary/Professional]

- Michael Burke, College of San Mateo

Transfer of Learning within a Discipline and the Role of Community [Disciplinary/Professional]

- Curtis Bennett, Loyola Marymount University

Room 619, 6th Floor - Combined Session

Can Course Instruction Make Students Better Citizens? [Learning]

- David Entin, Holyoke Community College

Social Responsibility: The student voice [Learning]

- Denise Peterson, South Dakota State University
- Mary Kay Helling, South Dakota State University

Room 634, 6th Floor - Combined Session

A Longitudinal Study of the Effects of Tertiary Education on the Learning Approaches of University Students in Singapore [Learning]

- Daphne Pan, University of Singapore

Interpreting Evidence from Student Learning Processes to Refine our Definition of Expertise in Higher Education [Learning]

- Heidi Elmendorf, Georgetown University
- Randy Bass, Georgetown University

Room 623, 6th Floor

Classroom Clickers: Difficulties, best practices, and engaging student co-investigators [Learning]

- Blaine Peden, University of Wisconsin-Eau Claire
- David Hesse, University of Wisconsin-Eau Claire
- Kevin Patton, University of Wisconsin-Eau Claire

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Sunday, April 2nd (continued)

9:00 am - 10:00 am Concurrent Sessions (continued)

Room 611, 6th Floor - Combined Session

Evidence-based Practice and Experiential Learning: The role of research evidence in the development of teaching and learning

[Teaching]

- Jayne Stevens, DeMontfort University
- Rob Brannen, DeMontfort University

Promoting Deep Learning in Dance Techniques: A case for using the language of dance® (LOD)

[Teaching]

- Susan Hughes Gingrasso, University of Wisconsin-Stevens Point

Caucus Room, 1st Floor

The Scholarship of Teaching and Learning in General Education: Learning from a faculty team research project

[Teaching]

- Anne Kelsch, University of North Dakota
- Deb Byram, University of North Dakota
- Joan Hawthorne, University of North Dakota

Conference Room III, 2nd Floor

Maturation of Campus-based Scholarship of Teaching and Learning Programs: Defining features for thriving with momentum

[Institutional]

- Connie Schroeder, University of Wisconsin Milwaukee
- Corly Brooke, Iowa State University
- Steven Freeman, Iowa State University

Conference Room IV, 2nd Floor

The Collaborative University-School Partnership (CUSP): Key features and research findings

[Institutional]

- Francine Morin, University of Manitoba
- Elizabeth Coffman, University of Manitoba
- Wayne Serebrin, University of Manitoba

Room 607, 6th Floor

Didn't They Cover This in College Composition? Examining transfer of learning across disciplines

[Learning]

- Cindy J. Lahar, York County Community College
- David Susman, York County Community College
- Dianne Fallon, York County Community College

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Sunday, April 2nd (continued)

10:15 am - 11:15 am Concurrent Sessions

Room 629, 6th Floor

Putting It Together: Fostering integrative capacities in students

[Learning]

- Joanne Stewart, Hope College
- Matt Fisher, St. Vincent College
- Rebecca Nowacek, Marquette University

Room 638, 6th Floor

Assessment of Critical Thinking and Civic Thinking Using a Common Approach at Multiple Institutions

[Institutional]

- David McConnell, The University of Akron
- Don Stearns, Wagner College
- Jeff Gerwing, Portland State University
- Stephen Adair, Central Connecticut State University

Room 619, 6th Floor

Future Faculty Professional Development: Effectively engaging graduate students as co-investigators of student learning

[Learning]

- Amit Nimunkar, University of Wisconsin-Madison
- Don Gillian-Daniel, University of Wisconsin-Madison
- Jenny Kao-Kniffin, University of Wisconsin-Madison
- Peter Hyland, University of Wisconsin-Madison
- Sara Kerr, University of Wisconsin-Madison

Room 634, 6th Floor

Biology Interest Groups (BIGs): Challenging real-world problems and developing a supportive learning community for first-year students

[Learning]

- Anthony R. Ives, University of Wisconsin-Madison
- John P. Parrish, University of Wisconsin-Madison
- M. Beth Meyerand, University of Wisconsin-Madison
- Lillian Tong, University of Wisconsin-Madison

Room 623, 6th Floor - Combined Session

Fostering Intersubjective Spaces in the Teaching of Literature

[Teaching]

- Patricia M. Feito, Barry University

Reading for Complexity: A lesson study for literary studies

[Teaching]

- Holly Hassel, University of Wisconsin-Marathon County
- Nancy Chick, University of Wisconsin-Barron County

Room 611, 6th Floor - Combined Session

Achieving Value Added in the Undergraduate Curriculum: Theory and practice in history courses

[Disciplinary/Professional]

- Geoffrey Timmins, University of Central Lancashire

U.S. History Initiative Labs: A shared investigation into classroom inquiry across nineteen campuses

[Disciplinary/Professional]

- David Gerwin, Queens College CUNY
- Janet Heetner, City College CUNY

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Sunday, April 2nd (continued)

10:15 am - 11:15 am Concurrent Sessions (continued)

Caucus Room, 1st Floor

Towards Institutional Change: Supporting the scholarship of teaching and learning at St. Olaf College [Institutional]

- David W. Schodt, St. Olaf College
- Dolores Peters, St. Olaf College
- Mary M. Walczak, St. Olaf College

Conference Room III, 2nd Floor

It's Not What You Do, It's the Way That You Do It [Teaching]

- James Atherton, DeMontfort University
- Pat Jefferies, DeMontfort University
- Peter Hadfield, DeMontfort University

Conference Room IV, 2nd Floor

Student Learning Outcomes in Computer Literacy and Technology Study [Teaching]

- Andrea De Palma, University of Wisconsin-Marshfield/Wood County
- Mike Theiss, University of Wisconsin-Marathon County

Room 607, 6th Floor

Are You in the Group or Not?: The role of cohort learning groups in classroom participation [Learning]

- Carolyn Kelly Ottman, University of Wisconsin-Milwaukee
- Henry Kunath, University of Wisconsin-Milwaukee
- Tina Anderson, University of Wisconsin-Milwaukee

11:30 am - 12:45 pm Plated Lunch (no program)

Madison/Wisconsin Ballroom, 2nd Floor

1:00 pm - 2:00 pm Concurrent Sessions

Room 629, 6th Floor

Improving Student Understanding Regarding the Nature of Scientific Inquiry [Learning]

- Andrea Lukowiak, University of Wisconsin-Rock County
- Dubear Kroening, University of Wisconsin-Fox Valley
- Tracy K. White, University of Wisconsin-Barron County

Room 638, 6th Floor - Combined Session

Beyond Tenure and Promotion: Institutional benefits of scholarship of teaching and learning programs [Institutional]

- Audrey Kleinsasser, University of Wyoming
- Jane Nelson, University of Wyoming

Evaluating Multicultural Institutional Initiatives: Evidence of faculty change [Institutional]

- A. T. Miller, University of Michigan
- Matthew Kaplan, University of Michigan

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Sunday, April 2nd (continued)

1:00 pm - 2:00 pm Concurrent Sessions (continued)

Room 619, 6th Floor
Scholarly Inquiry on Active Learning [Institutional]
● Alease Bruce, University of Massachusetts Lowell
● Debra Laverie, Texas Tech University
● Debra Runche, Indiana State University
● Martha Wicker, Clayton University

Room 634, 6th Floor
Cultivating the Virtue of Phronesis (Practical-Moral Wisdom) through the Scholarship of Teaching and Learning [Learning]
● Mark Connolly, University of Wisconsin-Madison

Room 623, 6th Floor
Developing and Sustaining Collaboration in Faculty Research Teams [Teaching]
● Deb Hoskins, University of Wisconsin-La Crosse
● Holly Hassel, University of Wisconsin-Barron County
● Teresa Castor, University of Wisconsin-Parkside

Caucus Room, 1st Floor
Pre-Service Professional Development in Education: A self-study on teaching and learning in cohorts [Disciplinary/Professional]
● Ann Riall, University of Wisconsin-Whitewater
● Robin Fox, University of Wisconsin-Whitewater
● Simone DeVore, University of Wisconsin-Whitewater

Conference Room III, 2nd Floor
The FACETS Design: How "scaffolding" can help support and enhance your scholarship of teaching and learning work [Institutional]
● Craig Wendorf, University of Wisconsin-Stevens Point
● Leslie Owen Wilson, University of Wisconsin-Stevens Point

Conference Room IV, 2nd Floor
First Projects in the Scholarship of Teaching and Learning: Challenges and achievements [Teaching]
● Deb Pattee, University of Wisconsin-Eau Claire
● Lauren Likkell, University of Wisconsin-Eau Claire
● Lia Johnson, University of Wisconsin-Eau Claire

Room 607, 6th Floor
Community in Wisconsin: Teaching a collaborative state-wide English 101 course [Teaching]
● Christel Taylor, University of Wisconsin-Waukesha
● Heidi Rosenberg, University of Wisconsin-Barron County
● Janet LaBrie, University of Wisconsin-Waukesha

2:15 pm - 4:00 pm

Closing Plenary

Madison/Wisconsin Ballroom, 2nd Floor

Speaker: Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching

ABSTRACTS

Concurrent Session Abstracts

Achieving Value Added in the Undergraduate Curriculum: Theory and practice in history courses

Drawing largely on British and North American practice, this paper is concerned with the theory and practice of how work is made more challenging for history students as they proceed through their programs of study (progression) and of the learning increments that arise from level to level (differentiation). Both matters will be addressed in relation to the key curricular dimensions of content selection, teaching and learning strategies, skills enhancement and assessment tasks, bearing in mind their more general applications.

Are You in the Group or Not? The Role of Cohort Learning Groups in Classroom Participation

A research team, consisting of two students and a teaching professor, will present the research process and the findings of a Scholarship of Teaching and Learning Student/Faculty partnership study. The study focuses on the influence of cohort groups on participation and learning in the classroom. Results of the study indicate that the relationships developed in cohort-learning groups promote classroom participation and learning.

Assessment of Critical Thinking and Civic Thinking Using a Common Approach at Multiple Institutions

The development of critical thinking and civic thinking skills in undergraduate students are often cited as educational goals of colleges and universities. However, instructors struggle with the challenge of assessing these skills in their classes. We have used a common suite of exercises, termed (CT)² exercises, across a dozen classes in four institutions to assess these complimentary skills with two similar assessment tools that can be readily used to assess almost any written response.

Beyond Tenure and Promotion: Institutional benefits of scholarship of teaching and learning programs

At our research-intensive institution, progress is slow with the tenure and promotion issue, but our scholarship of teaching and learning programs have begun to benefit the institution in other important ways. We will provide evidence of benefits in four areas: 1) leadership development, 2) progress in assessment, 3) strengthened interdisciplinary connections, and 4) departmental commitments to improved teaching. For discussion purposes, we will invite the audience to provide their own examples.

Biology Interest Groups (BIGs): Challenging real-world problems and developing a supportive learning community for first-year students

Biological-sciences faculty teaching topical courses for first-semester students will describe experiences and assessment of small-group, case-based/PBL learning approaches and the learning-community structure for faculty and students. BIGs enroll cohorts of 20 in chemistry, math, and a biological seminar. Each seminar is a separate, faculty-designed experiment to develop skills of successful scientists: real-world problem solving, cross-disciplinary integration, critical thinking, ownership of learning, and teamwork.

Can Course Instruction Make Students Better Citizens?

An HCC faculty member engaged in scholarship of teaching and learning research will present on results achieved from using a range of specifically designed pedagogical methods, including extensive use of community service learning, current newspaper articles, and small social policy discussion groups in Introductory Sociology classes, one of which was part of a Learning Community, to attain greater student civic engagement and improved learning about social groups and important American social problems.

Concurrent Session Abstracts (continued)

Classroom Clickers: Difficulties, best practices, and engaging student co-investigators

Our panel concerns use of classroom clickers in a research methods course. A faculty member will describe moments of difficulty incorporating clickers into the classroom and the challenges entailed in assessing clicker outcomes within the framework of scholarship of teaching and learning. The students will describe preliminary research about the use of clickers versus "scratch-off" sheets in a simulated classroom and also discuss serving as co-investigators in scholarship of teaching and learning. Our panel session will conclude with an open forum with the audience.

The Collaborative University-School Partnership (CUSP): Key features and research findings

An overview of the history and key features of CUSP will be offered. Courses with teacher candidates and seminars with K-4 teachers are conducted in this PDS which operates from an "inquiry-as-curriculum" philosophy and provides opportunities for the transaction between theory and practice. Findings from the project evaluation and collaborative action research involving all participants will be shared. Emphasis will be placed on the 2005-06 research agenda exploring questions related to the multiple-literacies curriculum.

Community in Wisconsin: Teaching a collaborative state-wide English 101 course

The presenters have developed a composition course that links students and faculty at four campuses of the University of Wisconsin Colleges. All sections share a calendar, assignments, a course management website, inter-campus student collaboration, and a body of student work that becomes part of the course resource material. The presenters will discuss the background of the project, the planning, implementation, and assessment of the course.

Cultivating the Virtue of Phronesis (Practical-Moral Wisdom) through the Scholarship of Teaching and Learning

This session argues for an alternate conception of teaching — teaching as praxis (i.e., morally enlightened action) — and suggests that phronesis, or practical-moral judgment, may be the most important form of pedagogical knowledge an instructor can exercise. We will discuss how engaging in scholarship of teaching and learning and other forms of practitioner inquiry, which helps teachers discern salient features of learning contexts, may be a crucial way to cultivate and expand one's "wisdom of practice."

Developing and Integrating a Campus Program for Scholarship of Teaching and Learning Initiatives

This panel offers suggestions for creating a campus peer review program designed to promote the intellectual work of teaching generally and the scholarship of teaching and learning more specifically. We offer our perspective on approaches for getting started, establishing the project leadership, seeking funding to support a project, recruiting and supporting faculty participants, developing strategies for running the program, and assessing the project's impact and making it visible on one's campus.

Developing and Sustaining Collaboration in Faculty Research Teams

One of the foci of the scholarship of teaching and learning movement is the importance of collaboration among, and between, faculty members across disciplines and campuses. Although vital to group creativity and productivity, collaboration is often difficult to develop and sustain in groups with diverse membership. This panel will address how three groups of faculty members from different campuses collaborated on successful research projects.

Developing the Scholarship of Teaching and Learning at the Local Level: Challenges, pathways and solutions

In this session three Carnegie Fellows who are currently directors of centers for teaching and learning will discuss the challenge of promoting scholarship of teaching and learning as an integral part of the academic culture at their institutions. Each panelist will attempt to identify some of the major hurdles in this challenge and describe potential pathways to overcome these obstacles. This will be an interactive session what will include audience participation.

Concurrent Session Abstracts (continued)

Didn't They Cover This in College Composition? Examining Transfer of Learning across Disciplines

This thirty-minute session will show how cooperative research between disciplines in the scholarship of teaching and learning can cast a wider beam on student learning. The presenters — two English faculty and an experimental psychologist — will present results from a study that used quantitative survey data and rubric analysis of student papers to learn if skills developed in college composition course transferred to writing in an introductory psychology course and upper-level literature course.

Documentation Creates a Space to Examine Teaching and Learning

We watch, in pictures and text, first-year chemistry students working together in a learning group. This documentation makes learning visible and enables the individual, the group, and the community to create, then enlarge, a space for critical thinking about learning and for developing new types of conversations and practices by both learners and faculty. The creation of effective learning environments is an ethical ideal that begins through conversations based in deep listening to learners.

Evaluating Multicultural Institutional Initiatives: Evidence of faculty change

The CRLT Theater Program uses interactive drama presentations to influence and change faculty and administrative behavior interpersonally and around multicultural issues. The Global Intercultural Experience for Undergraduates seeks to change faculty pedagogy and interactions with diverse students through experiential engagement in intercultural field study. In this session we will explore how these two innovative programs at the University of Michigan measure their impact on the campus multicultural climate.

Evidence of Effective Learning of Mathematics: Team-based self-teaching and self-learning

Team based self-teaching and self-learning has been a success in college mathematics teaching. Student academic performance was significantly improved using this approach. In this practice, student teams first need to discover mathematical knowledge, then explain their understanding of the material to the class. During the class, the instructor makes comments or asks questions to enhance understanding. Weekly team work encourages group discussion. This presentation provides strong evidence of effective strategies for learning mathematics.

Evidence-Based Practice and Experiential Learning: The role of research evidence in the development of teaching and learning

A key issue emerging from the work of the Centre for Excellence in Performance Arts (CEPA) at De Montfort University, UK concerns the use of research evidence to support teaching and learning in the studio-based, creative disciplines of Dance, Drama and Music Technology. This paper explores the nature of evidence generated, valued and used by Higher Education practitioners, especially those engaged in creative subject areas. It considers the implications for the development of experiential learning.

The FACETS Design: How "scaffolding" can help support and enhance your scholarship of teaching and learning work

Participants will examine how scholarship of teaching and learning work is done at their institutions and explore the importance of a social learning process called "scaffolding" and its relationship to improving local scholarship of teaching and learning support and programming. We will discuss why elements such as dedicated time; reflective practice; fiscal support; and peer and institutional recognition are important to successful scholarship. Too, we will explore why opportunities for focused collegial interactions are so integral to the quality of scholarship of teaching and learning production.

Faculty Collaborative Learning through Two First-Year Pilot Programs

Two first-year seminar pilots and an intervening collaborative faculty development seminar have created a "learning commons" where scholarship of teaching and learning faculty/staff can reflect on continuing research into first-year student learning and our own growth as teachers. We aim to create a learning environment in which we and our students are disposed to value learning, invest self in learning, pursue collaborative learning, and question previous knowledge and examine new ideas and multiple perspectives.

Concurrent Session Abstracts (continued)

First Projects in the Scholarship of Teaching and Learning: Challenges and achievements

The 2005-06 University of Wisconsin-Eau Claire NET Teaching Scholars will present their work in progress as a context for discussing challenges and achievements they have experienced in beginning to do scholarship of teaching and learning. Each presenter will highlight challenges they faced and achievements that resolved those challenges, and they will invite participants to brainstorm other challenges and achievements for newcomers to scholarship of teaching and learning.

Fostering Intersubjective Spaces in the Teaching of Literature

This presentation seeks to explore the function of emotional responses in the teaching of literary analysis to adult learners within a college context. Results from essays geared at eliciting reactions to a literary text's perceived difficulty are used as self-reflexive spaces and "holding environments" that, in turn, set the stage for existentially meaningful analytical experiences.

Future Faculty Professional Development: Effectively engaging graduate students as co-investigators of student learning

A panel of graduate student interns with the UW-Madison's Delta Program will share their experiences using Teaching-as-Research to evaluate student learning. Teaching-as-Research involves the deliberate and reflective use of research methods to develop and implement teaching practices that advance the learning experiences of students and instructors. Audience members will interact with the panel and reflect on how graduate students through faculty could jointly engage in investigations of student learning on their own campuses.

The Goals of Inquiry: Student and faculty perceptions

In this seminar we'll explore the intersection of three projects aimed at understanding and improving students' inquiry skills. Although these projects emerged from different disciplines and different curricular levels, all revealed a common tendency of students to view questions as discrete, limited, and close-ended tasks. We'll begin by summarizing our research and then lay out new work we hope will help further define-and narrow-the gap between student and faculty perceptions of the goals of academic inquiry.

How Scholarly is the Scholarship of Teaching and Learning in Practice?

This presentation presents the findings from a content analysis, using Schulman's definition of scholarship of teaching and learning as a guideline, of randomly selected 2004 and 2005 scholarship of teaching and learning abstracts. The preliminary analysis suggests that while all classroom-based studies included a scholarly component, few professional development, curriculum, or teaching practices presentations did. This baseline study is designed to track the development of scholarly work in the scholarship of teaching and learning.

How Students Understand Intersections

Women's Studies and other fields wrap around the idea that social hierarchies like gender and race interact with each other. A statewide team collaborated to study how students' understanding of these interactions develops. To allow for differences in instructor approach and subject matter, we studied online discussions by students in different courses on the same set of questions, introduced in whatever order best fits the particular course. We invite discussion about our insights into both learning and research.

Improving Student Understanding Regarding the Nature of Scientific Inquiry

Surveys of science students have traditionally demonstrated that science courses are proficient at transmitting facts but fail in helping students understand the nature of scientific inquiry. A scholarship of teaching and learning project including eight biologists is directed at resolving this overly-simplified version of science. Project collaborators will present the preliminary results of student surveys, the approaches that were used to design teaching tools, and the comparative case studies that were developed to address this problem.

Concurrent Session Abstracts (continued)

Integrative Learning in a Mathematics Classroom — A Work in Progress

A pre-calculus course at College of San Mateo incorporated data-based written assignments on global warming, carbon dating, and the population of Ireland. Students used data to construct mathematical models, to make predictions, and to draw conclusions. One result was that students began to think about non-mathematical questions mostly centered on the use of data. In this session we will examine student work to begin thinking about the implications of using integrative, data-based assignments in a mathematics class.

Interpreting Evidence from Student-Learning Processes to Refine Our Definition of Expertise in Higher Education

In higher education we typically privilege the acquisition of new disciplinary knowledge in the development of expertise. Learning that allows for iterative cycles of inquiry, or that fosters affective dimensions, is often marginalized. In this panel we consider more inclusive models of expertise and look at examples of student intellectual work from a range of academic disciplines to understand how evidence of student learning processes can be used to assess the development of expertise.

It's Not What You Do; It's the Way That You Do It

What do participants in teacher education programs for college faculty actually learn from them? Relating experience and research from two well-established programs, this session suggests that course values and the experience of participation have more impact on participating faculty than the specifics of theory and technique. There is also a tension between what faculty takes away and what sponsors expect. Issues will be posed for session participants on implications for program design.

Lesson Study: Building the scholarship of teaching and learning one lesson at a time

Lesson Study is a form of collaborative inquiry in which a group of instructors jointly designs and studies individual class lessons. The Wisconsin Lesson Study Project trains and supports instructors to carry out lesson studies in their classes. We will use examples from the project to show how lesson study can 1) develop pedagogical expertise, 2) advance the practice of teaching, and 3) build capacity for scholarly inquiry into student learning.

A Longitudinal Study of the Effects of Tertiary Education on the Learning Approaches of University Students in Singapore

This study of learning approaches is based on following a cohort of some 4000 freshmen over three years of study at the National University of Singapore. It aims to add to research done on this important topic, particularly in relation to Singapore subjects. The primary goal is to gather information about our learners with the view to understanding how learning might be enhanced through cognitive and motivational intervention strategies.

Long-Term Impact of a Scholarship of Teaching and Learning-like Endeavor on STEM Graduate Students and Postdocs at a Research-Extensive University

Our ongoing longitudinal study tracks the effects of a program based on teaching as research, an approach to practitioner research resembling scholarship of teaching and learning. The study focuses on science, technology, mathematics, and engineering graduate student and postdoc participants in UW-Madison's Delta Program in Research, Teaching, and Learning. Interview findings pertain to participants' beliefs, learning, and practice surrounding teaching and learning, and their choices, preparation, and confidence regarding future professional roles.

Mapping Student-Learning throughout the Collaborative Inquiry Process: The progressive e-poster

This paper focuses on mapping evidence of reflection and learning during the inquiry process. The progressive e-poster emphasizes holistic process and reflective development. The approach has resulted in the students' transition from an outcomes-focused approach to a more integrative and reflective strategy that recognizes the iterative nature of scientific inquiry. We have also witnessed the impact on our own reflective practice to value the role of "uncertainty" as a developmental stage of the research process.

Concurrent Session Abstracts (continued)

***Maturation of Campus-based Scholarship of Teaching and Learning Programs:
Defining features for thriving with momentum***

As scholarship of teaching and learning matures, how have institution-based scholarship of teaching and learning programs matured? What works and what is common and unique among scholarship of teaching and learning programs? Which features of Scholarship of Teaching and Learning programs foster steady, forward momentum and which factors diminish momentum, leading to stagnant programs? To mature as a movement in credibility and value, the knowledge of key elements that sustain program momentum requires a commitment to scholarly inquiry. Participants will critique features presented, and contribute to shaping a larger formal study.

My Work, Your Work, Our Work: The evolution of scholarship of teaching and learning at UW-Milwaukee

The scholarship of teaching and learning can be misunderstood as a "boutique" operation, catering to a high-end, select clientele of already committed teachers. In this session, we examine how scholarship of teaching and learning work, as accomplished through UWM's Center Scholars, can produce the type of evidence and impact that convinces faculty and administrators it plays an integral role in improving student learning in the classroom, the program, and the institution. Participants will consider how scholarship of teaching and learning work can inform initiatives at all levels.

Performing Scholarship: Is it just an act?

What does scholarship of teaching and learning scholarship look like in the Performing Arts? Through presentation, discussion, and examples from participants, this panel will focus on what a scholarship of teaching and learning approach can bring to the teaching of performance, and what those forms of studio teaching have to offer our understanding of student learning. We will explore how the field is moving toward performance as scholarship, what that scholarship looks like now, and what the possibilities are for the future.

Pre-Service Professional Development in Education: A self-study on teaching and learning in cohorts

In an interdisciplinary education program, thirty students annually enroll and stay together as a cohort throughout the whole six-semester course of study. Currently, program faculty and students are engaged in co-operative inquiry to better understand how cohorts affect interactions among instructors and learners, collaboration in classroom and field experiences, and student participation and retention. There is evidence that cohorts enhance affective learning related to self-understanding and values clarification.

Promoting Deep Learning in Dance Technique: A case for using the Language of Dance® (LOD)

I conducted this research project using the LOD vocabulary to change student perceptions about skills, training, and themselves as dancers, and to understand how using the LOD framework impacts student perceptions of their dance skills, training and confidence, as well as my perception about the depth of their engagement with the content. Exit slips and regular formative assessments have yielded rich data concerning changes in values and commitment to learning.

Putting It Together: Fostering integrative capacities in students

This panel will focus on developing "integrative capacities" in students, through a combination of discussion and illustrative examples provided by panelists from a general education science course, a multidisciplinary senior seminar, and an upper level biochemistry sequence. We seek to articulate what might be, for students, key characteristics of these opportunities to integrate learning from diverse sources and the challenges faced by faculty seeking to create and support these experiences within their own classes.

Reading for Complexity: A lesson study for literary studies

Our presentation describes our collaborative, intercampus Lesson Study investigating students' abilities to see ambiguity and multiple meanings in the texts they read, a skill we call "reading for complexity."

Concurrent Session Abstracts (continued)

Research on Teaching: Motivating reluctant learners' interest in research methods and statistics

Many undergraduate Social Work students are resistant to learning research and statistical methods which are fundamental to evaluating the impact of Social Work interventions with client systems. In the summers of 2004 and 2005, it was the intention of this 'scholar of teaching and learning' to motivate resistant learners by engaging two three-week summer school classes in real life "experiments." The student-participants analyzed data about themselves while learning about conflict mediation.

Scholarly Inquiry on Active Learning

This interactive workshop will focus on models for incorporating active learning elements into courses and academic programs on diverse campuses. These models will demonstrate the way in which the various campuses have used the scholarship of teaching and learning to affect the culture on each campus and demonstrate ways to improve student achievement. The results of a scholarly study of active learning will also be discussed. Participants will take away a good understanding of what active learning techniques are most useful.

The Scholarship of Assessment: Agency and department assessment

The recent emphasis of the UW Colleges on a more structured assessment has been, at times, problematic within our department as it can be difficult to connect assessment with teaching. Consequently, the English department has merged this year's assessment with a scholarship of teaching and learning project. Our topic of research, "peer review," was chosen by the department, and our methodology and research was conducted by the department assessment committee in order to answer the question, "What do our students learn from peer review?"

The Scholarship of Teaching and Learning in General Education: Learning from a faculty team research project

Investigators will share results of a five year longitudinal study on students' perspectives of general education on the University of North Dakota campus, and discuss the study's impact on participating faculty, assessment processes at UND, and general education structure. In small and large group formats, participants will discuss the relevance of the study to their own educational settings, as well as regional/national initiatives in the scholarship of teaching and learning in general education.

The Scholarship of Teaching and Learning in Medical Education

In this project we chose to investigate how constructivist teaching strategies influenced the learning processes of medical students. During the medical students' rotation of their third year clerkship, they were taught to use concept maps. Students created maps that focused on the connections between pathophysiology and client care. Maps were scored and the first map constructed was compared to the final map. Preliminary results indicate a change in learning for medical students.

Social Responsibility: The student voice

Social responsibility has been identified by South Dakota State University as a foundational piece of undergraduate education. The university needed to identify how students defined and "operationalized" the concept. This study provides a baseline of student input on the concept of social responsibility. Using focus groups, researchers at this institution identified the elements students indicated as social responsibility which in turn will allow the task force to refine the university's goals in our undergraduate student experience.

Strategies and Instruments for Documenting the Impacts of Service-Learning on Undergraduate Students

Service-learning is a form of experiential education that integrates academic achievement and personal development with community service. Panelists in this interactive session will discuss how they have gathered and analyzed quantitative and qualitative data in three studies of the impact of service-learning on students' development of professional competencies, levels and forms of motivation to learn, civic skills, and other outcomes. Presenters also will give participants frameworks for gathering evidence to document.

Concurrent Session Abstracts (continued)

Student and Instructor Expectations in a Democratic Classroom

My research seeks to answer the questions, "How have my students' previous classroom experiences shaped their ideas of what a classroom 'should' be like?" and "How do my students perceive and react to my incorporation of more student-centered, democratic pedagogical approaches?" I examine students' experiences through surveys and pre-/post-course interviews.

Student Learning Outcomes in Computer Literacy and Technology Study

This presentation reports on the results of a student computer literacy and technology study that measured indicators of improvement in student learning. This collaborative study was implemented by seven Computer Science instructors from seven different University of Wisconsin Colleges' campuses. Finally, we will share the study outcomes and future effects on campus culture, department opportunities and endeavors with an emphasis on the concept of ourselves as contributors of the freshman and sophomore students' learning.

Student Response Systems' Impact on Student Enthusiasm and Learning

Student response systems (SRS) have been used more often in classrooms recently. We have studied the use of this technology and looked at the effects on both student interaction and on student learning. We will present our perspectives as well as those of the students.

Students in a Community of Dialogue

For three years, the "Sustaining Student Voices in the Scholarship of Teaching and Learning" cluster has worked to engage learners as co-inquirers. This five-institution collaboration has resulted in a CD-Rom demonstrating various institutional models for working with students as co-investigators, emergent principles for co-inquiry, and guidelines for creating a community of dialogue on learning. This panel will highlight the results of this collaboration and provide participants with opportunities to discuss these findings.

The Subject is Learning: Undergraduates conducting the scholarship of teaching and learning

This study uses survey and interview data to assess the impact of a new interdisciplinary social science course that engages undergraduate students in SOTL. The primary objective of the course is for students to develop the knowledge and skills necessary to design and conduct field work to identify elements of the campus culture that facilitate and inhibit learning. The session explores the potential impact of this experience on student, teachers, and the wider campus community.

Teaching Diversity and Sustainability: Professional development and the scholarship of teaching

Twenty plus faculty, staff and students at Colorado State University spent five years exploring the challenges when they addressed diversity issues in their courses. Two books were published demonstrating how the scholarship of teaching can drive professional development and course improvement. A new and broader coalition, then, gathered to write a book on teaching sustainability. Panel members will share personal experiences and key insights, inviting audience members to reflect on research into their own teaching.

Teaching and Learning in the Philosophy Classroom: Two case studies on reading/writing as philosophers

As part of a three-year project funded by the Lumina Foundation for Education, this project discusses successful pedagogy for a University Core Curriculum philosophy course. After a short description of the Lumina project, two faculty members will present successful methods for helping first-year students read and write as philosophers. Preliminary assessment results show increased academic success and retention beyond this core class.

Concurrent Session Abstracts (continued)

Towards Institutional Change: Supporting the scholarship of teaching and learning at St. Olaf College

The presentations of this panel offer one model for doing and supporting scholarship of teaching and learning that will be of value to smaller institutions where teaching performance is a heavily weighted criterion for promotion and tenure. They will also suggest some possible explanations for why scholarship of teaching and learning is not more readily embraced at these types of institutions. We will describe the level of administrative support for scholarship of teaching and learning on campus, how scholarship of teaching and learning has changed campus culture and challenges in pursuing scholarship of teaching and learning.

Transfer of Learning within a Discipline and the Role of Community

This session will discuss collaborative research on projects inside a mathematics department, focusing on how our linked scholarship of teaching and learning projects examining different aspects of the mathematics curriculum at Loyola Marymount University led to important insights in the role of the LMU freshman workshop course in mathematics. The evidence collected shows the importance of community in our mathematics major at LMU.

U.S. History Initiative Labs: A shared investigation into classroom inquiry across 19 campuses

Historians across CUNY's 19 campuses created on-line "modules" to create the equivalent of a chemistry lab in history surveys by giving students hands-on experience with primary sources. Did valuable learning occur? What student responses show learning about disciplinary structures that guide interpretation? Presenters will show some modules and have participants compare student work from the modules with student work from traditional survey assignments in the course.

Using Concept Map Tools to Address the Scholarship of Teaching and Learning in Adult Education

Concept maps are tools that allow students to gain a set of skills to process and generate information and beliefs. This presentation will provide the results of two scholarship of teaching and learning projects that used concept map tools to foster student learning. In one project concept maps were used to assist students in self-assessing their own thinking processes. On the second project, students were followed for a year to determine how concept maps impacted their thinking and learning.

The Visible Knowledge Project: The power and limits of scholarship of teaching and learning in a national collaborative project

This session presents the summative findings from the Visible Knowledge Project (VKP), a five-year, national scholarship of teaching and learning project, exploring the impact of technology on learning, primarily in the humanities, history, and interdisciplinary culture studies. This session will explore: (1) the nature and limits of knowledge produced through individual faculty projects; (2) changes in faculty attitudes toward teaching, learning, and innovation; and (3) directions for collaborative scholarship of teaching and learning inquiry.

Who Are We Talking To, and in What Language: Negotiating a scholarship of teaching and learning framework in medicine

From the description of a year-long project aimed at evaluating and improving the confidence and competence of medical students in identifying childhood seizures, this paper argues that the field of scholarship of teaching and learning research can be kept vital through the dynamic negotiation of methodological and theoretical positions between educational developers and disciplinary specialists. We argue that a common language can only be found through negotiating problems in real learning and teaching projects aimed at improving student learning.

Roundtable Session Abstracts

Administrative Perspectives on the Design and Implementation of an Institutional Teaching and Learning Center

The use of metaphor to define administrative support for the scholarship of teaching and learning is frequently revealed in the image of creating an institutional 'Center.' It is here — in a centrally located hub of the campus — that thoughtful faculty and staff wrestle with complex student learning theories; share the results of current investigations; and explore strategies of engagement and pedagogy in an effort to significantly improve classroom teaching and practice to enhance student achievement.

Building Momentum through Faculty Scholarship of Teaching and Learning Communities

We propose a panel presentation that focuses on scholarship of teaching and learning faculty communities of practice. We will describe our work at Southeast College in establishing and facilitating a primarily online community of practice. In addition, emphasis will be placed on how a faculty community of practice can build momentum for scholarship of teaching and learning activities on college and university campuses.

Changing Hearts and Minds in a Diversity Course for Information Sciences and Technology (IST) Majors

How does one motivate a largely white, male cohort of IST majors to value diversity among colleagues and clients, both personally and professionally? At Penn State, instructors are finding answers through a new Multicultural Teaching Academy. Panelists will share their process of course development and the significant impact on students of a course first offered in fall 2005. Panelists will also challenge attendees to brainstorm additional ways of promoting diversity learning in Science, Technology, Engineering and Mathematics (STEM) disciplines.

Collaborative Inquiry and the Scholarship of Teaching

Through the use of video clip examples, this presentation will involve participants in analysis of stages of concern of faculty members engaged in reflection on their teaching. Participants will share their knowledge and understanding of the teaching development process, and compare their experiences with provisional theory derived from a longitudinal research and development initiative in one Canadian university. Evidence derived from studies of three teaching development initiatives shows conclusively that the success of such scholarship of teaching programs is impacted by the quality of collaboration each program generates.

Course Management Systems and the Scholarship of Teaching and Learning

The primary purpose of this session is to explore innovative ways to use a course management system to support faculty and students who are engaged in the scholarship of teaching and learning. We will highlight the basic features of course management systems and provide examples of how those features can be used to gather evidence, collect learning artifacts, support reflection on our learning in systematic ways, disseminate results and engage in peer review. Strengths and weaknesses of CMS will be discussed.

Effects on Student Performance from Redesigned Psychology 100

Eastern Washington University's redesigned Psychology 100 integrates technology to change what students and instructors do in and out of the classroom. The purpose is to increase student learning and to reduce the costs of instruction. Assessments administered through three iterations of the course have monitored effects on student performance. Findings have been dramatic, with each successive course incorporating changes based on these findings.

Roundtable Session Abstracts (continued)

Evidence of Student Learning: Reflecting on its role in scholarship of teaching and learning research

What is evidence of student learning? What role does it play within Scholarship of Teaching and Learning research? Reflecting upon the use of student evidence and its impact on interdisciplinary conversations is important to Scholarship of Teaching and Learning's continued success. This inquiry based roundtable will be framed using a summary of Scholarship of Teaching and Learning events (Indiana University, 2005-06) that addressed student evidence of learning. Participants have the opportunity to locate their own student learning examples within a draft mapping of evidence while providing feedback on its utility.

Evidence, Impact and Momentum in a Campus-Wide Scholarship Initiative

Over three years we have measured the positive impact, evidence and momentum of a campus-wide project to prepare graduate students to teach on instructors' self-rating, course evaluations, and student grades. In this session, we will discuss the program, data, and entertain questions and comments from the roundtable group.

Exploring the Scholarship of Online Teaching and Learning

The purpose of this session is to explore new directions in the pursuit and application of scholarship of teaching and learning work in the online environment. In addition, emphasis will be placed on the need for new research into measurement and assessment of student learning in the virtual classroom and exploration of other gaps that may be evident in the scholarship of teaching and learning literature.

From Telescopic to Wide-Angle: Faculty and student lenses give insights on collaborative learning

Initial student-faculty conversations on collaborative learning have revealed that students and faculty view collaborative projects through starkly different "lenses." This roundtable will briefly introduce two arrangements or structures for student-faculty conversations as part of the scholarship of teaching and learning and will use the preliminary results of our California State University, Long Beach conversations as the basis for a discussion of how to make collaborative learning more meaningful.

Going Public with Evidence of Learning in Discipline-Specific Research Journals

This session prompts participants to consider going public with evidence of learning in the form of publications in discipline-specific research journals, a strategy that frames the evaluation of learning as research on developing discipline-specific expertise. Participants will identify the relevant journals in their disciplines and think through how evaluating learning in their disciplines might resonate with journal audiences.

The Impact of Learning Communities on African-American Students: Inclusion, motivation, and retention

At Oakton Community College, we are developing an African-American Learning Community geared to addressing gaps in mainstream education by focusing on African-American culture through innovative curriculum and course materials. We hope to create a pipeline for initiating students into modes of academic inquiry that equip them for college success. Our challenge is to retain as many African-Americans as possible as we provide a learning environment conducive to the intellectual and emotional growth of all students.

Maximizing Scholarship of Teaching and Learning Momentum: Bridging the gaps between administrative and faculty interests

A creative, structured role-play illustrating the gaps between institutional goals and faculty interests will launch a guided discussion of the potential for dialogue about those gaps to maximize the momentum of Campus Scholarship of Teaching and Learning Initiatives. While a campus case-study will be used to illustrate the phenomenon, participants will be asked to apply this technique for scholarship of teaching and learning program-growth to their specific institutional contexts.

Roundtable Session Abstracts (continued)

Online Supported Educational Mentoring: Sharing learning beyond classroom borders

Large classes are traditionally lecture based learning environments with the instructor as the expert. To increase student interest, learning, and satisfaction, a shift in pedagogy from the model of instructor as sole information provider is needed. Educational mentoring is an opportunity for a sustained relationship in which a chosen adult, who is not responsible for assessing the student, is actively invested in their learning by providing support, help, and guidance.

Share and Learn: Using the KEEP toolkit to move scholarship of teaching and learning forward and upward

Join a conversation about different ways the KEEP (knowledge, exchange, exhibition, presentation) Toolkit has been used to advance scholarship of teaching and learning. Join colleagues in a discussion of effective ways to use the tool to document and share your teaching and evidence of student learning. You will learn from colleagues as well as from the experience of Carnegie programs that have used the tool for collaborative documentation and reporting. You also will find out about new directions for the tool's development.

Socializing First-Generation College Students to the Norms of Higher Education

The purpose of this roundtable is to discuss strategies that can be used to effectively socialize first generation students to expectations of appropriate classroom behavior, and to gain a better understanding of pedagogical techniques that can foster classroom civility.

Students as Researchers; Students as Researched

We propose a roundtable discussion of the role of students in Scholarship of Teaching and Learning research, both as fellow researchers and as those being researched. We hope to explore the advantages and challenges of having students on the research team. We also wish to discuss more fully how our Scholarship of Teaching and Learning research models can be "learning" experiences for student participants who provide us with needed data and evidence.

Technology as Bait: How to get 100 instructors to adopt effective pedagogy without realizing it

The University of Akron launched a campus wide program to support alternative teaching strategies through the use of interactive electronic response systems, popularly known as "clickers." We have recruited more than one hundred faculty participants who incorporated this technology and associated pedagogy into classes of all sizes serving all types of students. This roundtable describes how the program was launched successfully and addresses how effective pedagogy was coupled with the technology.

The Transdisciplinary Matrix: A description in process

In light of the growing interest in interdisciplinary work in the academy, I am interested in reflecting on what I take to be the most integrative model of interdisciplinary work: transdisciplinarity. In the past seven years I have been teaching Learning Communities in which one of the desired outcomes is for the students' experiences of separate disciplines within LC's to disappear as much as possible. In my presentation I will invite others into a brief glimpse of what I have learned thus far from the attempt to dissolve disciplinary boundaries in Learning Community courses. My presentation will be more exploratory and organic than quantifiably exacting.

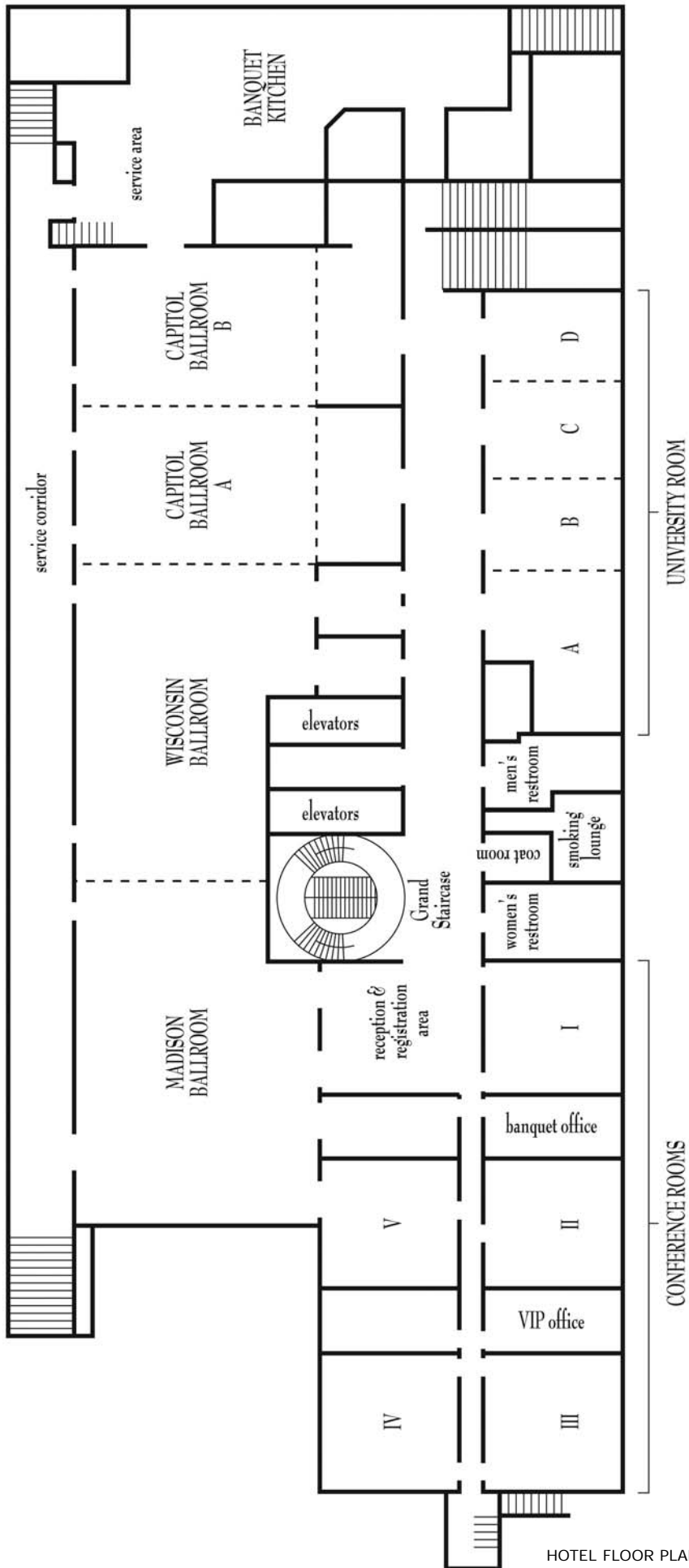
Using Pooled Data from Related Scholarship of Teaching and Learning Projects to Evaluate a Scholarship of Teaching and Learning Initiative: Is it possible?

The Delta Program in Research, Teaching, and Learning at the University of Wisconsin-Madison is currently exploring whether data gathered by instructors engaged in related but different "teaching-as-research" projects can be used to support conclusions about Delta's impact. This session will discuss the development of this evaluation design, our findings, and our conclusions about the feasibility of this approach. Feedback and suggestions from participants will be synthesized and published on our project's web site.

Roundtable Session Abstracts (continued)

Using Sociological Imagination and Student Journals to Unlearn Violence

By employing the "sociological imagination" students are able to look anew at social phenomena that comprise the familiar world. To get an understanding of student background characteristics and the prevalence of violence in their lives, I required seminar students to keep a daily journal of incidents of violence they witness each day. The goal is to determine why some students employed the sociological imagination and others did not, as well as to investigate the socio-economic differences among students who did and did not employ the sociological imagination. The type of incidents and frequencies will be tabulated as well as background information presented by students.



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