



Faculty Exchange for Teaching Excellence
2012 Teaching Retreat

**Excellence in Teaching & Learning
Challenges & Opportunities**



**Teach
Learn**

**KANSAS STATE
UNIVERSITY**

Jan. 11, 2012 8:30am - 3:00pm
Kedzie Hall . Calvin Hall . K-State Student Union

Excellence in Teaching and Learning: Challenges and Opportunities

Ninth Annual K-State Teaching Retreat

Wednesday, January 11, 2012

8:30 – 9:00 a.m. **Registration, Coffee and Conversation** – Kedzie Hall Lobby

9:00 – 9:30 a.m. **Opening Session** – 106 Kedzie Hall

Al Cochran, FETE Coordinator

Ali Malekzadeh, Dean, College of Business Administration

April Mason, Provost and Senior Vice President

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9:45 – 10:30 a.m. Concurrent Session #1 – 2nd floor, Calvin Hall

208 Calvin Hall	209 Calvin Hall	217 Calvin Hall	218 Calvin Hall	212 Calvin Hall
Alternative View: Teaching Students to Assume Ownership for College Level Writing Through the Lens of Kincaid Readability Analysis Patricia Ackerman <i>Writing Center</i>	An Added Incentive to Learn from Mistakes: Improvement-Based Grade Adjustment Brian Mulanda <i>Computing & Information Sciences</i>	Tweaks to Promote Engagement and Positive Experiences in (Large) Introductory Courses Donald Saucier <i>Psychology</i>	Implementing the Scholarship of Teaching and Learning in <i>Your</i> Classroom Kimberly Williams <i>Horticulture</i>	IDEA and TEVAL Vicki Clegg <i>CATL</i>

10:45 – 11:30 a.m. Concurrent Session #2 – 2nd floor, Calvin Hall

208 Calvin Hall	209 Calvin Hall	217 Calvin Hall	218 Calvin Hall	212 Calvin Hall
E-Learning Faculty Modules Wiki Rosemary Boggs <i>Division of Continuing Education</i>	Using Minimal Accommodations to Maximize the Educational Experience of English-as-a-Second-Language Students at Kansas State University Tonnie Martinez <i>Midwest Equity Assistance Center</i>	Incorporating International Students into Coursework Christina Kitson Agnes Chikanne-Gyurko Greta Climenhaga Aziah McNamara Kris Oswald <i>English Language Program</i>	Social Science Research and Representation of Women in STEM Fields Angela Tucker <i>Entomology</i>	The K-State 8: Advising Students to Broaden Their Perspectives Shay Dodson Vicki Clegg <i>CATL</i>

11:45 a.m. – 12:30 p.m. Concurrent Session #3 – 2nd floor, Calvin Hall

208 Calvin Hall	209 Calvin Hall	217 Calvin Hall	218 Calvin Hall	212 Calvin Hall
New Literacies in the Twitter Era: Mentoring our Students to be Professionals Using Social Media Sara K. Kearns <i>K-State Libraries</i>	Podcasting to Increase Student Interest Nathan Nelson <i>Agronomy</i>	Using Google Docs for Student Collaboration and Organization Brian Lindshield <i>Human Nutrition</i>	Turning Epic Fail into Epic Win: Embracing Gaming Culture in Teaching and Learning Ben Ward <i>iTAC</i>	KSOL from Your Perspective: Using K-State Online Effectively and Efficiently Al Cochran, <i>FETE</i> Scott Finkeldei <i>OME</i>

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12:45 - 1:30 p.m. **Buffet Lunch** – Grand Ballroom, K-State Student Union

Piano: Amanda Arrington, Department of Music

1:15 – 1:45 p.m. **Keynote by Provost Mason – K-State 2025**

1:45 – 2:45 p.m. **K-State 2025: Challenges and Opportunities Roundtable Discussions**

3:00 p.m. Adjourn

Note: If you wish to attend the concurrent sessions without your coat, put it in 211 Calvin Hall. Use any of the tables or chairs in the room. Remember to pick it up before you leave for the buffet lunch in the K-State Student Union.

CONCURRENT SESSION #1

9:45 - 10:30 a.m.

Title: Alternative View: Teaching Students to Assume Ownership for College Level Writing Through the Lens of Kincaid Readability Analysis

Presenter: Patricia Ackerman
Writing Center Director, 826-2904, ackerman@k-state.edu

Room: 208 Calvin Hall

Abstract: Definitions of college-level writing can vary greatly between disciplines and between courses, which can result in student confusion and apathy. Transitioning from high school to college, student writers struggle to claim their own academic writing voices. College students often view grades on papers as subjective interpretations, where writing becomes about “giving the teachers what they want.” For the past six years, Dr. Ackerman has been teaching students to examine their writing through the lens of electronic Kincaid Readability Analysis. In her classrooms and in the K-State Salina Writing Center she has observed students assuming proactive ownership for improvements in their academic writing. Often surprised at their initial readability scores, students diligently revise for sentence structure, passive voice, and diction in order to “watch” their readability scores increase.

CONCURRENT SESSION #1

9:45 - 10:30 a.m.

Title: **An Added Incentive to Learn from Mistakes: Improvement-Based Grade Adjustment**

Presenter: **Brian Mulanda**
Computing and Information Sciences, 532-6350, bmulanda@k-state.edu

Room: 209 Calvin Hall

Abstract: Learning often involves making mistakes. A focus on the grade by the student normally results in a negative response to mistakes. Since a mistake translates to reduced grade, the mistake can induce panic, frustration, and in some cases even hurt the motivation to learn. A focus on learning, however, paints mistakes in new light – mistakes shed light on potential areas of improvement. These are areas in which the student has either not fully understood the material or is not able to effectively communicate how much he or she has understood. Such perspective provides for learning opportunities. The possibility of recovering, in terms of grading, from mistakes allows the student to focus on re-learning material that has not been sufficiently understood. By providing a means to adjust the earned grade based on improvement demonstrated by a student not only rewards learning but it also provides a means to recover from mistakes.

CONCURRENT SESSION #1

9:45 - 10:30 a.m.

Title: Tweaks to Promote Engagement and Positive Experiences in (Large) Introductory Courses

Presenter: Donald Saucier
Psychology, 532-6881, saucier@k-state.edu

Room: 217 Calvin Hall

Abstract: Engaging students in introductory courses, which are often necessarily large, presents challenges. Yet I contend that instructors have the opportunity to make the classroom experience engaging and enjoyable, for both their students and themselves, while promoting their educational goals. I will discuss practical approaches and activities based on the underlying assumption that instructors can foster more effective and engaging learning environments by making small changes to their existing courses. The presentation, and ensuing discussion, will focus on how to incorporate specific changes, additions, and activities into introductory courses across the curriculum to improve student and instructor experiences.

CONCURRENT SESSION #1

9:45 - 10:30 a.m.

Title: **Implementing the Scholarship of Teaching and Learning
in *Your* Classroom**

Presenter: **Kimberly Williams**
Horticulture, 532-1434, kwilliam@k-state.edu

Room: 218 Calvin Hall

Abstract: What IS The Scholarship of Teaching and Learning (a.k.a. SoTL), WHY should you consider doing it, and HOW do you implement it in your classroom? By answering each of these questions with examples from across disciplines, the goal of this interactive session is to help you develop a plan to begin the process of implementing SoTL with your students. The practice of SoTL virtually guarantees deeper insight into how your Teaching influences student learning in your classroom.

CONCURRENT SESSION #1

9:45 - 10:30 a.m.

Discussion: **IDEA and TEVAL**

Convener: **Vicki Clegg**
CATL, 532-7828, vclegg@k-state.edu

Room: 212 Calvin Hall

Abstract: Student ratings have been available for faculty to use at Kansas State University since the early 1970s. Students actually first asked for the opportunity to provide feedback on courses and teaching, but many faculty and administrators were quickly supportive. Participants in this session will be called upon to offer their perspectives on the issues and the process. We probably won't solve any problems in this session ... but the first step in solving problems is to realize them. This session offers you an opportunity to complain about student ratings, offer suggestions for improving our current procedures, and ask questions about IDEA and TEVAL.

CONCURRENT SESSION #2

10:45 - 11:30 a.m.

Title: **E-Learning Faculty Modules Wiki**

Presenter: **Rosemary Boggs**

Division of Continuing Education, 532-5724, rboggs@k-state.edu

Room: 208 Calvin Hall

Abstract: Technology allows us to reach students from around the world through e-learning. High quality courses are imperative as we face competition from other universities who seek to serve the same students. Kansas State University has a real desire to ensure that all courses offered to distance students are well designed, expertly taught, and adhere to legal considerations.

The E-Learning Faculty Modules Wiki is an online asynchronous modular resource for faculty who need assistance as they develop coursework. The wiki design allows faculty to go through the material sequentially or non-sequentially. The team (representatives from DCE, iTAC, and faculty) created the wiki for all areas of experience.

CONCURRENT SESSION #2

10:45 - 11:30 a.m.

Title: Using Minimal Accommodations to Maximize the Educational Experience of English-as-a-Second-Language Students at Kansas State University

Presenter: Tonnie Martinez
Midwest Equity Assistance Center, 532-3179, tonnie@k-state.edu

Room: 209 Calvin Hall

Abstract: Teaching students for whom English is their second language can cause feelings of frustration from both sides of the podium. Come and learn where you are on the Accommodation Readiness Spiral, how you can move up on the Spiral, and some tips and ideas for creating a reciprocal learning environment.

Session Goals-

Each participant will:

1. Identify the Accommodation Readiness Spiral and their espoused level of accommodation of English-as-a-Second-Language students at K-State.
2. Define the differences between espoused teaching practices and practical teaching practices.
3. Experience a simulation of what it's like to be in a second language classroom.
4. Identify assumptions about foreign students and check them for validity.
5. Participate in a game in which their cultural norms are challenged.

CONCURRENT SESSION #2

10:45 - 11:30 a.m.

Title: Incorporating International Students into Coursework

Presenter: Christina Kitson, Agnes Chikanne-Gyurko, Greta Climenhaga, Aziah McNamara, Kris Oswald

English Language Program, 532-7324, clkkit@k-state.edu

Room: 217 Calvin Hall

Abstract: This presentation will assist teachers of all subjects in understanding and incorporating international students into their courses at Kansas State University. It will address issues of cultural bias and theoretical foundations and frameworks with the goal of helping teachers modify their teaching methodology to include English Language Learners (ELLs) into their instruction and assessment. We will give a brief introduction of the English Language Program (ELP), an overview of the ELLs and how they are accepted into the university, general tips for incorporating these students into teaching and assessment, and a few interactive activities to help reinforce and illustrate our points.

CONCURRENT SESSION #2

10:45 - 11:30 a.m.

Title: Social Science Research and Representation of Women in STEM Fields

Presenter: Angela Tucker
Entomology, 532-6154, nos7147@k-state.edu

Room: 218 Calvin Hall

Abstract: Examination of relevant, peer-reviewed literature published within the last three years shows problems with retention are the primary reasons for the under-representation of women in science, technology, engineering, and math (STEM) fields. This talk explores the problems and challenges women in STEM fields face during their educational and career tracks and the solutions to those problems. This talk was initially presented as a non-dissertation seminar in the Department of Entomology at Kansas State University in October 2011.

CONCURRENT SESSION #2

10:45 - 11:30 a.m.

Discussion: **The K-State 8: Advising Students to Broaden Their Perspectives**

Conveners: **Shay Dodson and Vicki Clegg**
CATL, 532-7828, catl@k-state.edu

Room: 212 Calvin Hall

Abstract: Advisors have asked for ways to help undergraduates better understand and benefit from the K-State 8 General Education Program. Shay Dodson has begun to develop a PowerPoint presentation to make available online for both new and experienced advisors. Shay will present the current draft of the PowerPoint. We'll ask attendees for feedback. This is your chance to let us know the questions you would like answered and give us your suggestions for helping students value their general education opportunities.

CONCURRENT SESSION #3

11:45 a.m. - 12:30 p.m.

Title: **New Literacies in the Twitter Era: Mentoring our Students to be Professionals Using Social Media**

Presenter: **Sara K. Kearns**
Kansas State University Libraries, 532-7446, skearns@k-state.edu

Room: 208 Calvin Hall

Abstract: With the latest technologies always changing, how do we identify those that are important to our fields and, more importantly, how do we prepare our students to be professionals using them? Within the framework of the New Literacies Perspective, attendees will identify literacies that are important or unique to their fields. With these in mind, we'll examine a variety of social media resources with an eye to building on the literacies our students already have and transferring them to our professional literacies.

CONCURRENT SESSION #3**11:45 a.m. - 12:30 p.m.****Title: Podcasting to Increase Student Interest****Presenter: Nathan Nelson**
Agronomy, 532-5115, nonelson@k-state.edu**Room: 209 Calvin Hall**

Abstract: The rapid development of communication technology can be integrated into standard teaching methods to enhance learning and increase student interest in the subject matter. Podcasting, or the systematic posting of audio/video files to the internet via RSS feeds, is one of these emerging technologies. The objective of this study was to determine if integration of audio podcasts increased student learning and interest in an undergraduate soil fertility course. Audio podcasts were developed with the objective of illustrating the applied aspects of course material. The podcasts were mainly recorded interviews with professionals in Agronomy. The podcasts were made available through RSS feed and a standard website throughout the semester. At the end of the semester, a student survey was used to investigate student preferences for accessing and listening to the podcasts as well as the impact of the podcasts on their learning and interest in soil fertility. Methods of integrating podcasting into the course and results of the student surveys will be presented.

CONCURRENT SESSION #3

11:45 a.m. - 12:30 p.m.

Title: **Using Google Docs for Student Collaboration and Organization
(Sign-in not required)**

Presenter: **Brian Lindshield**
Human Nutrition, 532-7848, blindsh@k-state.edu

Room: 217 Calvin Hall

Abstract: Google Docs is cloud-based program that looks and functions like Microsoft Word, but up to 50 people at once can edit the same document. This presentation will show how documents can be set up so students can edit them without signing into the program, and how links can be made and placed on K-State Online for easy access. Examples will show how this is used for students to build a collaborative study guide on which they receive instructor feedback, and for students to list topic paper titles so that other students can decide which they'd like to read for a reaction assignment.

CONCURRENT SESSION #3

11:45 a.m. - 12:30 p.m.

Title: **Turning Epic Fail into Epic Win:
Embracing Gaming Culture in Teaching and Learning**

Presenter: **Ben Ward**
iTAC, 532-2387, bward@k-state.edu

Room: 218 Calvin Hall

Abstract: Roughly 97% of all teenagers play games, regardless of gender or socioeconomic status. But in spite of impressions to the contrary, this does not make them antisocial. What game play does is change how teenagers play, interact, learn and problem-solve. Gaming is altering the landscape of the classroom whether we are prepared for it or not. But gaming is also creating amazing instructional opportunities. Come join us in an exploration of game design mechanics and social dynamics as we look for a way to re-envision the future of teaching and learning.

CONCURRENT SESSION #3

11:45 a.m. - 12:30 p.m.

Discussion: KSOL from Your Perspective: Using K-State Online Effectively and Efficiently

Conveners: Al Cochran and Scott Finkeldei
OME, 532-2585, curtain@k-state.edu

Room: 212 Calvin Hall

Abstract: We all realize that K-State Online offers many benefits for K-State students and their teachers. Yet we have all spent frustrating moments when we can't seem to figure out how to use the system to best advantage. Here's a great opportunity to share those frustrations with someone who can actually do something to help. Scott Finkeldei loves to find ways to help K-State faculty be even more effective and efficient teachers. And if you want to share a positive comment or two based on your use of KSOL, please do.

K-State 2025: A Visionary Plan for Kansas State University

Excerpts related to: Thematic Goal #2. Undergraduate Educational Experience

Thematic Goal #2. Undergraduate Educational Experience

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

Assumptions

- Student population refers to traditional and non-traditional students; including traditional age students, international, distance, first generation, military-veteran, adult degree completion, transfer, ethnic/cultural minorities, in-state/out-of-state
- Changing and diverse needs of our students require discipline-specific preparation, general education, and attention to the whole student.
- Student success is impacted by the integration (or lack thereof) of community, teaching, advising/mentoring, and research.
- Supporting student success requires faculty and staff to have a balanced workload that allows time for teaching, advising, research, and mentoring and for engaging in continuous life-long learning to meet the changing and diverse needs of our students.

Outcomes and Activities

See following table, **Theme 2: Undergraduate Educational Experience – Strategic Action Plan.**

Measuring Progress

Eight key metrics were selected by the President's cabinet to measure progress toward our goals: total research and development expenditures, total endowment, number of national academy members, number of faculty awards, number of doctorates awarded, freshman-to-sophomore retention ratio, six-year graduation rate, and percentage of undergraduates involved in formalized research experience.

Additional university metrics to track progress toward each thematic goal and associated outcomes will be identified. As action plans are created by Colleges, Departments, Units, task forces, and others, new activities, outcomes, and metrics will become integral to implementing our vision for K-State 2025.

In the end, the vision of K-State 2025 will not be achieved based solely on specific quantitative performance metrics. Our success will be judged by how well we:

- created flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery;
- responded to the differing needs of our undergraduate and graduate students and prepare them for success in their lives;
- integrated research, education, and engagement to benefit our communities, state, nation, and the world;
- supported our faculty and staff in an inclusive work environment encouraging creativity and excellence,
- provided facilities and infrastructure that match the needs of our students, faculty, researchers, and staff, and
- strengthened the bonds within the K-State community to benefit all.

Theme 2: Undergraduate Educational Experience – Strategic Action Plan

Thematic Goal: Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

Assumptions: ■ *Student population* refers to traditional and non-traditional students; including residential, traditional age students, international, distance, first generation, military - veteran, adult degree completion, transfer, ethnic/cultural minorities, in-state/out-of-state. ■ Changing and diverse needs of our students require discipline-specific preparation, general education, and attention to the whole student. ■ Student success is impacted by the integration (or lack thereof) of community, teaching, advising/mentoring, and research. ■ Supporting student success requires faculty and staff to have a balanced workload that allows time for teaching, advising, research, and mentoring and for engaging in continuous life-long learning to meet the changing and diverse needs of our students. ■

	Activities	Outcomes – Impact		
		Short Term	Intermediate	Long Term
I N P U T S & R E S O U R C E S	What we plan to do...	What we expect to happen in 1-5 years...	What we expect to happen in 6-10 years...	What we expect to happen in 11-15 years...
	1. Engage in a concentrated, purposeful effort to build a less-siloed, university community at all levels to encourage student success, faculty mentorship, cross-campus and interdisciplinary collaboration, and social interaction. Consider actions such as:	<ul style="list-style-type: none"> • Excellent, customized academic advising and services available to all students to support their success and degree completion 	<ul style="list-style-type: none"> • Integrated learning communities experienced by students, faculty, and staff that promote student success within a culture of excellence 	<ul style="list-style-type: none"> • An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities
	a) addressing the need for comprehensive, coordinated, and integrated student services for all students to support tutoring, networking, and community connections;	<ul style="list-style-type: none"> • Engaged students benefitting from high impact educational practices used by excellent faculty and staff across the university 	<ul style="list-style-type: none"> • Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives 	<ul style="list-style-type: none"> • Faculty teaching and advising awards comparable to our benchmark institutions
	b) exploring the building of living and learning communities where students become engaged with peers, scholars, and researchers;	<ul style="list-style-type: none"> • Increased participation by undergraduates in expanded opportunities for meaningful research 	<ul style="list-style-type: none"> • Superior and diverse faculty recognized for teaching excellence 	<ul style="list-style-type: none"> • Freshman to Sophomore retention ratios comparable to benchmark institutions
	c) improving academic venues and creating structures for "unstructured" participation that encourage and integrate learning, social interaction, and community; and	<ul style="list-style-type: none"> • Successful integration of undergraduate education and meaningful research is standard practice 	<ul style="list-style-type: none"> • All UG students engaged in a diversity of experiences that expand their viewpoint 	<ul style="list-style-type: none"> • Six-Year graduation rates comparable to benchmark institutions
	d) creating an online community hub for professional life.	<ul style="list-style-type: none"> • Effective evaluation practices that recognize and reward teaching, advising, and life-long learning/professional development 	<ul style="list-style-type: none"> • Increased undergraduate contributions in the creation of scholarship through research 	
2. Dramatically improve advising services for students and develop flexible and effective academic advising models appropriate to the diverse needs of our entire <i>student population</i> .	<ul style="list-style-type: none"> • Effective system in place that supports and promotes teaching excellence 	<ul style="list-style-type: none"> • Ongoing improvement of six-year graduation rates and retention ratios 		
3. Develop, support, and resource effective transition programs to address all new students, including implementing an integrated, effective First Year Experience (FYE) with strong, long-term leadership and exploring expansion of the FYE beyond freshmen to include anyone in their first year, such as transfer students.	<ul style="list-style-type: none"> • Successful recruitment and retention strategies that address our <u>entire</u> student population 			
4. Expand opportunities for UG students to participate in high-impact experiential learning and research by:	<ul style="list-style-type: none"> • Improved six-year graduation rates and retention ratios 			
a) building pathways for students to learn how to integrate knowledge into world issues and work towards solutions,				
b) encouraging and supporting interdisciplinary project-based learning by activities such as capstone projects and interdisciplinary "design days", and				
c) promoting and increasing opportunities for UG research, and				
d) allocating resources and assigning responsibility to coordinate and lead applied learning efforts; including a formal program for UG research, service and community-based learning, and internships.				
5. Continue to emphasize student participation in a broad range of learning and student activities, including increased opportunities to develop multicultural and global competencies as well as leadership skills.				
6. Develop, promote, reward, and support excellent teaching and				

Activities	Outcomes – Impact		
	Short Term	Intermediate	Long Term
<p>teacher development by:</p> <ul style="list-style-type: none"> a) recruiting and retaining superior and diverse faculty with demonstrated excellence in teaching, advising, and mentoring; b) revising evaluation practices, including promotion and tenure (P&T), for faculty and staff engaged in teaching to recognize and reward teaching, advising, and life-long learning/professional development; c) promoting good teaching skills, both online and in the classroom; d) implementing comprehensive, effective professional development programs targeted to improving the quality of teaching; e) developing standards and requiring mandatory training for teaching online; f) providing training for faculty to know how to build learning communities; and g) addressing the need to effectively integrate teaching pedagogy with technology, including evaluating internal programs for advancing such pedagogy, such as those offered by the Center for the Advancement of Teaching and Learning, and exploring alternatives to better integrate and engage faculty in such learning. <p>7. Expand our capacity to recruit a talented, diverse undergraduate student body by:</p> <ul style="list-style-type: none"> a) revamping and updating our recruiting philosophy and organization of recruiting services to address the changing demographics of our student population, recognizing that one size does not fit all; b) increasing financial aid, including scholarships, for undergraduate students; and c) expanding targeted recruitment for high achieving students. <p>8. Implement innovative strategies for sharing research and scholarship and communicating progress on the undergraduate educational experience efforts.</p> <p>9. Develop mechanisms to ensure honest, transparent, and ongoing community-wide discussion and evaluation of the state of the undergraduate educational experience; including implementing effective, meaningful assessments that engage faculty and staff and focus on student learning.</p> <p>10. Resource what works best, improve institutional systems and processes, provide incentives for the actions needed to reach our vision, and capitalize on the strengths we have across the university by using cross-campus teams to implement priority concepts in integrated approaches.</p>			