

# E.C. Moore Symposium

## Ways of Knowing, Ways of Doing: Encouraging Intellectual, Cultural and Ethical Competence

February 22, 2008

Draft Program

8:15 a.m.-2 p.m.	<b>Registration</b> (Lobby outside 450C)			
8:45-9 a.m.	<b>Welcome</b> (450C): Megan Palmer, Center for Teaching and Learning; Stephen P. Bogdewic, IU School of Medicine			
9-10 a.m.	<b>Keynote Presentation</b> (450C): What Ice Hockey and Figure Skating Taught Me about Teaching, Learning, and Assessing, Dr. Douglas Eder, Associate Provost for Institutional Effectiveness, University of North Florida (450C)			
10-10:15 a.m.	<b>Break</b> (Lobby outside 450C)			
<b>Breakout Rooms</b>	<b>305</b>	<b>307</b>	<b>309</b>	<b>310</b>
10:15-11:05 a.m.	Using the CREATE Model to Create Success in B103 Orientation to a Major in Psychology	Models for Integrating the PULs into the Major	Educational Competencies and the Art of Bonsai	Sound Teaching: Myths about ESL Students' Classroom Listening Skills and How to Address Them
11:05-11:15 a.m.	<b>Break</b>			
11:15-12:05 p.m.	Developing Students' Information Literacy	Fostering Integrative Learning in a Senior Capstone Seminar: A Case Study	Culturally Safe Classrooms: The Spoken and Silent Language of an Instructor	An Integrated Case Family Series as a Curriculum Strategy to Enhance Cognitive, Cultural and Ethical Competence in the Classroom and Clinic
12:05-1 p.m.	<b>Lunch</b> (450C)			
1:00-2:20 p.m.	<b>Poster Session</b> (405)			
1:30-2:20 p.m.	Civic-Minded Graduates: Identifying and Measuring Student Civic Learning	The Test as Text: Cracking the Code for Underprepared and At-Risk Students by Turning Assessment into Instruction	Systems Based Practice Competency: Teaching Interdisciplinary Care	Multigenre Papers: Enlivening Academic Research Papers
2:20-2:30 p.m.	<b>Break</b>			
2:30-3:30 p.m.	<b>Plenary Workshop</b> (305): Two Loops Worth Closing, Dr. Douglas Eder, Associate Provost for Institutional Effectiveness, University of North Florida			

## Keynote Speaker

Dr. Douglas Eder is the Associate Provost for Institutional Effectiveness at the University of North Florida, a position he accepted after retiring from Southern Illinois University Edwardsville (SIUE) following 31 years of service. While at SIUE, Dr. Eder led the construction of the institution's program in academic assessment, which was cited as early as November, 1998 by the AACSB as a "best practice" site for academic quality assurance. Twice he received SIUE's Teaching Excellence Award as well as a Research Scholar Award.

Dr. Eder has presented assessment presentations at dozens of national and regional conferences, assisted with assessment and improvement of learning at more than 90 institutions of higher learning from the Caribbean, across North America, to the Western Pacific, and published refereed articles on the subject of authentic assessment. In 2000-01, he served as the Emerson Visiting Distinguished Scholar at Hamilton College in New York. He also wrote and co-delivered both the Assurance of Learning Assessment and the Applied Assessment seminars for the Association for Advancement of Colleges and Schools of Business International (AACSB).



Dr. Eder's teaching joys include anatomy and physiology, introductory biology for non-majors, Web-assisted courses, learning communities, neuroscience, bioethics, and summer marine biology field experiences. His non-academic pleasures include sailing, scuba diving, amateur radio, music, flying, and spending time with his nearly 12-year-old granddaughter.

## Keynote Session:

### **What Ice Hockey and Figure Skating Taught Me about Teaching, Learning, and Assessing**

**time:** 9 - 10 a.m.                      **room:** 450C

Some powerful insights into how people learn arise in unexpected places. A bit of practice in watching and listening magnifies both the number of opportunities to acquire insights and the gains available from them. At a time when governmental entities are questioning the effectiveness of U.S. higher education, this interactive forum combines some lessons learned from ice sports with principles from the Scholarship of Teaching and Learning (SoTL) to invite a reconsideration of circumstances thought to produce deep learning in our students.

## Breakout Session 1

### **Using the CREATE Model to Create Success in B103 Orientation to a Major in Psychology**

**time:** 10:15-11:05 a.m.                      **room:** 305

Drew Appleby, School of Science; Evan Bristow, School of Science; Tyree Dunn, School of Science; Becky Pascal, School of Science

B103 Orientation to a Major in Psychology strengthens the intellectual, professional, and ethical competence of its enrollees as they write an APA-style career-exploration book containing ethically appropriate citations of scholarly sources. Teaching assistants also develop professional skills as they utilize the CREATE model of academic case management to promote student success.

### **Models for Integrating the PULs into the Major**

**time:** 10:15-11:05 a.m.                      **room:** 307

Susan Kahn, Planning and Institutional Improvement; Susan Blackwell, School of Education; Christopher Vice, Herron School of Art and Design; Elaine Cooney, School of Engineering and Technology

Faculty members from three departments, representing disparate disciplines, will discuss department-wide initiatives to integrate the PULs explicitly and systematically through the major, to relate the PULs to discipline-specific outcomes, and to design assignments and activities that support both learning and assessment of the PULs in the context of their disciplines.

### **Educational Competencies and the Art of Bonsai**

**time:** 10:15-11:05 a.m.                      **room:** 309

Richard Gunderman, Schools of Medicine and Liberal Arts

The Dreyfus model of skills acquisition ranks competence as the third of six levels of proficiency, and bonsai is the art of producing miniature trees by stunting their growth. This session explores how an insufficiently rich model of competence can stunt the development of both learners and educators by needlessly constraining their educational aspirations.

### **Sound Teaching: Myths about ESL Students' Classroom Listening Skills and How to Address Them**

**time:** 10:15-11:05 a.m.

**room:** 310

M. Catherine Beck, School of Liberal Arts; Aye Nu Duerksen, School of Liberal Arts; Sonya Lakey, School of Liberal Arts; Lynne Rohmerien Martin, School of Liberal Arts; Frank M. Smith IV, School of Liberal Arts

If your international students seem confused in your classroom, just raise your voice or slow down, right? In this presentation, five English for Academic Purposes (EAP) instructors show teachers how to make their classrooms a better listening and learning environment by dispelling commonly-held myths about teaching such students.

### **Breakout Session 2:**

#### **Developing Students' Information Literacy**

**time:** 11:15 a.m.-12:05 p.m.

**room:** 305

Patricia Wittberg, School of Liberal Arts; Bill Orme, University Library; Jaena Hollingsworth, University Library; Polly Boruff-Jones, University Library; Kathleen Hanna, University Library

Information literacy is critical for functioning in today's information age. These skills can remain unaddressed in undergraduate education since they do not exist as a formal part of the curriculum. This workshop will look at aspects of information literacy and how the Principles of Undergraduate Learning foster information literacy skills.

#### **Fostering Integrative Learning in a Senior Capstone Seminar: A Case Study**

**time:** 11:15 a.m.-12:05 p.m.

**room:** 307

Susan Kahn, Planning and Institutional Improvement; Sharon Hamilton, Academic Affairs

This session highlights use of the PULs as conceptual frameworks for integrative learning in a senior English capstone. Students develop reflective portfolios organized around the PULs to support connections across educational experiences and to articulate skills, abilities, and dispositions that will serve them as professionals, learners, and citizens beyond college.

### **Culturally Safe Classrooms: The Spoken and Silent Language of an Instructor**

**time:** 11:15 a.m.-12:05 p.m.      **room:** 309

Khadija Khaja, School of Social Work; Gina Sanchez Gibau, School of Liberal Arts; Silvia Bigatti, School of Science; Kathleen Surina Grove, Office for Women; Jennifer Thorington Springer, School of Liberal Arts; Marva Augustine, School of Social Work

Instructors need to know what methods they can utilize in diverse classroom environments to encourage an inclusive cultural climate that will promote an optimal learning environment. This can lead to less stress and conflicts in student-teacher interactions, and an environment where students will excel in their learning. This presentation will illustrate multiple creative multicultural teaching strategies that can be used to create a culturally safe classroom. Members of the IUPUI Multicultural Community of Practice who represent various disciplines will illustrate teaching techniques they have found useful to create an inclusive and safe climate in the classroom.

### **An Integrated Case Family Series as a Curriculum Strategy to Enhance Cognitive, Cultural, and Ethical Competence in the Classroom and Clinic**

**time:** 11:15 a.m.-12:05 p.m.      **room:** 310

Terry Loghmani, School of Health and Rehabilitation Sciences; Amy Bayliss, School of Health and Rehabilitation Sciences

An integrated case series family tree was created by faculty and students to serve as a teaching and learning resource for use across the curriculum to enhance students' cognitive, cultural, and ethical competence in preparation for clinical practice. Development, implementation, potential applications, and initial outcomes will be presented.

## **Session 3:**

### **Civic-Minded Graduates: Identifying and Measuring Student Civic Learning**

**time:** 1:30-2:20 p.m.      **room:** 305

Kathy Steinberg, Center for Service and Learning; Julie Hatcher, Center for Service and Learning; Steve Jones, Center for Service and Learning; Robert Bringle, Center for Service and Learning

With civic engagement as an integral part of IUPUI's mission, what are the learning outcomes that characterized student outcomes? We will present the development and evaluation of two scales that capture civic learning outcomes for students and their relevance to all academic units at IUPUI and we'll discuss strategies for collaborating with other departments and programs to assess civic learning outcomes.

**The Test as Text: Cracking the Code for Underprepared and At-Risk Students by Turning Assessment into Instruction**

**time:** 1:30-2:20 p.m.      **room:** 307

Kate Duffy, School of Liberal Arts

This session will demonstrate how teaching students in a 100 level literature class to "read" a test in the same way they read a literary text—and to grade their own tests—de-centers authority in the classroom and transforms testing from terminal assessment to transition to further learning.

**Systems-Based Practice Competency: Teaching Interdisciplinary Care**

**time:** 1:30-2:20 p.m.      **room:** 309

Mary Ciccarelli, School of Medicine; Gale Spells Bellamy, School of Social Work; Christine Held, School of Medicine

The IUSM Pediatric Department's Center for Youth and Adults with Conditions of Childhood (CYACC) teaches the application of the System-Based Practice Competency to pediatric and medicine-pediatric residents. Consultative care and interdisciplinary team discussions including team members from community organizations provide care for youth and young adults with disabilities.

**Multigenre Papers: Enlivening Academic Research Papers**

**time:** 1:30-2:20 p.m.      **room:** 310

Steve Fox, School of Liberal Arts; Sara Harrell, School of Liberal Arts

The multigenre paper brings new challenges and excitement to the "academic essay" or research paper. "Genre" refers to forms of language, such as eulogies, editorials, proposals, lab reports, arguments, menus, manifestos, and emails. This hands-on workshop shows how multigenre papers stimulate student thinking and imagination at introductory and advanced levels.

**Poster Session:**

**Demonstrating Student Learning through the ePortfolio**

**time:** 1:00-2:20 p.m.      **room:** 405

Susan Blackwell, School of Education

This session will explain an ePortfolio process used in the School of Education with candidates who are completing the Transition to Teaching Program. The session will highlight some of the technical components but also focus on the process of using the portfolio as a learning tool.

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### **Competency Achievement at IU School of Medicine through Collaborative Activities and Assessment**

**time:** 1:00-2:20 p.m.      **room:** 405

Frances Brahmi, School of Medicine; Mary T. Johnson, School of Medicine -Terre Haute Center; Virginia C.Thurston, School of Medicine

The IUSM Competency Curriculum was developed by a team of faculty and staff and is based on important areas of professional competency for physicians. This report describes the process, its evolution toward greater vertical integration, its successes, and lessons learned. A major expected outcome is an emphasis on professional competency for both the formal and informal curricula.

### **Reflective Practice and Self-Assessment to Promote Learning**

**time:** 1:00-2:20 p.m.      **room:** 405

Joseph Defazio, School of Informatics

Students enrolled in many programs both within the United States and abroad must possess the necessary knowledge and skill-sets in order to function in today's information and educational technology arenas. This study presents one example of how graduate students engaged in participatory learning, reflective practice, and self-assessment in order to overcome deficiencies in these areas.

### **Keeping it R.E.A.L. (Realistic Experiences Applied to Learning): Incorporating Critical Thinking, Cultural Competency, and Ethics into Every Subject**

**time:** 1:00-2:20 p.m.      **room:** 405

T. Nikki Elliott, Kelley School of Business

This poster presentation will provide information on the Realistic Experiences Applied to Learning (R.E.A.L.) concept and handouts for reference and classroom application. The R.E.A.L. concept focuses on application and relevancy—how to make the subject matter covered in the classroom setting real and applicable to students as they prepare to apply classroom theory to practice in real life experiences, incorporating the experiential elements of critical thinking, cultural competence, and ethics.

### **As Easy as 1-2-3: Using Web 2.0 Technology in the Classroom**

**time:** 1:00-2:20 p.m.      **room:** 405

Eugenia Fernandez, School of Engineering and Technology; Mary Alice Ball, School of Library and Information Science; Kathy Lay, School of Social Work; Mary Madeline Rogge, School of Nursing; Sharon Stoten, School of Nursing; Kate Thedwall, School of Liberal Arts

It is not difficult to infuse new technologies in and out of the classroom. This poster will provide examples of using podcasting, classCasting, digital video, Wikis, and blogs in the classroom. Learn how to integrate these new technologies into the classroom without a large increase in instructor time and effort. Anecdotal and andragogical evidence of student impact will be discussed.

### **From Hackers to Heroes: Teaching Ethics in Information Technology**

**time:** 1:00-2:20 p.m.      **room:** 405

Barbara Hayes, School of Informatics

A number of ethical dilemmas arise from the widespread use of information technology. Information technology students receive little formal training in ethics. Instructors may have to contend with a glamorous “hacker” subculture within the student population. This poster will summarize several different approaches to engaging IT students in ethical decision-making.

### **Delivering an Effective Pedagogy in Business Communications to the Nontraditional Student**

**time:** 1:00-2:20 p.m.      **room:** 405

Jeffery J. Hittler, Division of Business, IUPUC

The session intends to offer an effective pedagogy for delivering the instruction of business communications in the classroom where students reflect a varied mix in age, gender, work experience, and sometimes cultural origins. Emphasis will be on teaching methods for diverse, nontraditional students while achieving the desired outcomes of proficiency in the subject area.

### **Using Virtual Worlds to Teach Disciplinary Competencies: How Second Life Can Provide Real-World Experiences in Online Courses**

**time:** 1:00-2:20 p.m.      **room:** 405

Sara Anne Hook, School of Informatics; Jennifer Stewart, School of Informatics; David Phelps, School of Informatics

As part of our online courses, we transcended the image of virtual worlds such as Second Life as strictly for gaming and entertainment by transferring the richness and appeal of the virtual environment into a serious venue for teaching, learning, simulation, communication and collaboration.

### **Beyond the Bubble: Using the Principles of Undergraduate Learning to Strengthen Accounting Education**

**time:** 1:00-2:20 p.m.      **room:** 405

Larita Killian, Division of Business, IUPUC; Christopher Brandon, Division of Business, IUPUC

These are expansive times for accounting education. Recent corporate scandals are driving a spike in hiring and enrollments. But longer-term, accounting education must achieve fundamental change to succeed. This poster session shows how the Principles of Undergraduate Learning provide a template for improving content and pedagogy in undergraduate accounting.

### **Strategies to Enhance Cultural Competence, Critical Thinking, and Communication in a Pre-Professional Learning Community**

**time:** 1:00-2:20 p.m.      **room:** 405

Beverly Linde, School of Nursing; Deborah DeMeester, School of Nursing; Randi Stocker, University Library

This discussion session will address educational strategies that are designed to introduce students to three of the Principles of Undergraduate Learning at IUPUI. Specifically, activities that foster cultural competence, critical thinking, and communication with pre-nursing students enrolled in a freshman learning community.

### **Transformational Teaching**

**time:** 1:00-2:20 p.m.      **room:** 405

Karen Moustafa, Doermer School of Business and Management Sciences, IPFW; John F. Wellington, Doermer School of Business and Management Sciences, IPFW; Nichaya Suntornpithug, Doermer School of Business and Management Sciences, IPFW; Zelimir Todorovic, Doermer School of Business and Management Sciences, IPFW

This poster session defines transformational teaching and active learning, gives an overview of some programs, and provides suggestions to others working toward relevancy. Programs shown: (1) International exporting, where students work with a local company to develop export markets, including a visit to another international partner university; (2) entrepreneurship program; (3) intellectual property project; (4) competitions where students participate and their relevance to business skills; (5) ethics, leadership, and human resource projects with an emphasis on relevancy in organizational behavior studies.

### **IUPUI's Faculty Communities of Practice: Putting the PULs into Practice**

**time:** 1:00-2:20 p.m.      **room:** 405

Mary Price, Consortium for Learning and Scholarship

Since its inception, the Community of Practice (CoP) model has empowered participating faculty to make significant contributions to the areas of curriculum development, student learning and scholarly practice as they relate to key competencies expressed by the PULs such as: critical thinking (PUL 2), academic integrity and ethical competence (PUL 6), multicultural teaching and global awareness (PUL 5), integrative thinking (PUL 4), and the use of instructional technology to teach core communications skills (PUL 1). This poster presents some of the best practices and strategies created by CoP faculty to put the PULs into practice in their courses and departments.

### **Student Perceptions of Mastering Learning Outcomes Focused on Critical Thinking**

**time:** 1:00-2:20 p.m.      **room:** 405

Ingrid Ritchie, School of Public and Environmental Affairs; Lorinda L. Coan, School of Dentistry

This session summarizes the results of an interdisciplinary project to measure student perceptions of their mastery of learning outcomes focused on critical thinking for course assignments in different disciplines. It provides a simple way of learning how students and faculty perceive mastery of critical thinking for a given assignment.

### **Academics-Work-Linkages—Impacting Student Success**

**time:** 1:00-2:20 p.m.      **room:** 405

Jacqueline Singh, Center for Teaching and Learning; Crystal Garcia, School of Public and Environmental Affairs; Ashley Watkins, School of Physical Education and Tourism Management; Celita Duncan, School of Public and Environmental Affairs

Many students do not make meaningful connections between their disciplinary work and career aspirations. How might higher education best address competencies students seek? A practical approach to connect academics with aspirational skills has been developed. This poster session introduces an Academics-Work-Linkages Model—a collaborative strategy for integrating PULs and engaging student learning.

### **Accommodating the PULs through Curricular Change**

**time:** 1:00-2:20 p.m.      **room:** 405

Lee Vander Kooi, Herron School of Art and Design; YoungBok Hong, Herron School of Art and Design

In 2004 the Visual Communications department at the Herron School of Art and Design adjusted its curriculum to incorporate the Principles of Undergraduate Learning and specific disciplinary competencies. This shift

allowed students and faculty to assess learning and to see how learning outcomes are integrated and transferable across the curriculum.

### **Using Popular Music to Engage Student Learning: Exercises from the Blues to Hip Hop**

**time:** 1:00-2:20 p.m.      **room:** 405

Katherine V. Wills, Division of Liberal Arts, IUPUC; Sarah Florini, Division of Liberal Arts, IUPUC; Lawrence A. (Barney) Quick, Division of Liberal Arts, IUPUC

This session shows how to incorporate popular music and hip hop pedagogy across curriculum in order to make course concepts more accessible to students.

### **Museum Studies Ethics Bowl: Learning Ethical Practice at IUPUI**

**time:** 1:00-2:20 p.m.      **room:** 405

Larry Zimmerman, School of Liberal Arts; Elizabeth Kryder-Reid, School of Liberal Arts

Using a modified intercollegiate ethics bowl, IUPUI students in Introduction to Museum Studies are exposed to a wide range of ethical situations in museums. They write, study, and debate ethical scenarios derived from museum practice, preparing them for ethical decisions made on-the-job that need to be made "just in time."

### **Patient Advocacy**

**time:** 1:00-2:20 p.m.      **room:** 405

Kathy Zoppi, School of Medicine; Enid Zwirn, School of Nursing; Chad Priest, School of Nursing; Suzann Lupton, School of Public and Environmental Affairs; Mary Ciccarelli, School of Medicine; Virginia Caine, School of Medicine; Priscilla Keith, Health and Hospital Corporation of Marion C

Health advocacy is a multi-level skill which requires professionals from several disciplines to collaborate in the solution of a patient need or the development of health policy. This poster describes IHAC, the Indiana Health Advocacy Coalition, formed to serve coordination, education, and policy goals for the community.

## **Plenary Workshop:**

### **Two Loops Worth Closing**

**time:** 2:30-3:30 p.m.      **room:** 305

Douglas Eder, University of North Florida

It is said that "practice makes perfect." This old saying implies improvement, but improvement does not occur via repetition alone. In a purely repetitive environment another saying operates: "If you do what you've always done, you'll get what you've always got." The crucial missing element necessary for improvement is feedback. In effective teaching and learning, at least two feedback loops are important: One for the student

and one for the pedagogue. Assessment has tried to provide this kind of feedback but, alas, has commonly failed to do so. This session of shared participation will try to envision some assessment scaffolding around which educational institutions could build substantial improvements in student learning and professors' teaching.

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