



HOW STUDENTS LEARN: EVIDENCE-BASED STRATEGIES FOR TEACHING

20TH ANNUAL DEPAUL FACULTY
TEACHING & LEARNING CONFERENCE



MAY 1, 2015

AGENDA

| | |
|----------------------|---|
| 8:30 – 4:00 | Conference Registration Open |
| 8:30 – 9:00 | Breakfast Buffet |
| 9:00 – 9:15 | Welcoming Remarks—Charles Strain, Professor of Religious Studies and Former VP for Academic Affairs |
| 9:15 – 10:45 | Keynote Presentation—Todd Zakrajsek, University of North Carolina at Chapel Hill |
| 10:45 – 11:00 | Morning Break & Coffee |
| 11:00 – 12:00 | Concurrent Session I |
| 12:00 – 1:00 | Lunch & Recognition Ceremony |
| 1:00 – 2:00 | Concurrent Session II |
| 2:00 – 2:15 | Afternoon Break |
| 2:15 – 3:15 | Concurrent Session III |
| 3:15 – 3:30 | Break & Resource Fair |
| 3:30 – 4:30 | Workshop with Todd Zakrajsek & Resource Fair |
| 3:15 – 5:00 | Reception & Resource Fair |

2015 SCHEDULE AT A GLANCE

| | Room 8002 | Room 8005 | Room 8009 |
|--------------------|---|-------------------------------------|--|
| 9:00-10:45 | | Keynote Address - Todd Zakrajsek | Overflow seating |
| 11:00-12:00 | A Report and Reflection on an Ongoing Laptop- Required Initiative (panel) | | Rethinking Assumptions |
| 12:00-1:00 | | Lunch & Recognition Ceremony | Overflow seating |
| 1:00-2:00 | | | Experimenting with Reflection |
| 2:15-3:15 | Guiding Students in Metacognition (workshop) | | Teaching Diverse Student Audiences |
| 3:30-4:30 | | Workshop with Todd Zakrajsek | |
| 4:30-5:00 | | | |

2015 SCHEDULE AT A GLANCE

| Room 8010 | Room 8011 | Foyer |
|---|--|---------------------------|
| | | |
| Supporting Student Engagement PechaKucha Session | | |
| | | |
| Student Insights | Crowd Sourcing for Best Practices: Helping Students Succeed with Better Writing (workshop) | |
| | | |
| Active Learning | | |
| | | Reception & Resource Fair |
| | | Reception & Resource Fair |

SESSIONS

9:00 – 10:45

Keynote Address

Room 8005

The New Science of Learning: How Research is Revolutionizing the Way We Teach

Todd Zakrajsek, University of North Carolina at Chapel Hill

Many educators continue to struggle with how best to proceed from delivering lectures to creating truly effective learning environments. In addition, students struggle to understand the best way to learn in our classrooms. The result can be class sessions that are difficult and frustrating to teach with students who appear apathetic and indifferent toward learning. In this session, we will look at how effective evidence-based teaching practices can be aligned with effective evidence-based learning strategies.

11:00 – 12:00

A Report and Reflection on an Ongoing Laptop-Required Initiative

Room 8002

Michael Moore, Peter Vandenberg, Nathan Fink, and Alan Ackman, Writing, Rhetoric & Discourse

Our Departmental Laptop-Required Initiative has accumulated evidence of its effects and efficacy since its inception in 2012, in a curriculum that focuses on research, writing, collaboration, and using technology in the service of meaning making. Our presentation will include data from Online Teaching Evaluations and Instructor feedback and reports. Each presenter on the panel will connect our laptop initiative experiences and accumulated data to faculty teaching in different disciplines in order to highlight productive uses of a laptop pedagogy across disciplines.

Rethinking Assumptions

Room 8009

Reflecting on Learning Support Roles to Enhance Instructional Effectiveness

Denise Nacu (School of Design), **Caitlin K. Martin** (Digital Youth Network, DePaul), and **Nicole Pinkard** (School of Design)

What roles do we play as educators, and how can technology enhance our ability to play them? Drawing from research, we will share a framework that describes ways that educators support learning online and face-to-face. Reflecting on these roles--and understanding how technology can enable or enhance them—provides an approach for effective instructional design.

Challenging Our Assumptions: First-Year Students' Understanding About Diversity & Social Justice

D. Scott Tharp, **Toni Fitzpatrick**, and **Rebecca Pinchuk**,
Student Affairs

First-year students have rich experiences related to diversity and social justice faculty should learn and leverage to advance student learning. Research conducted using DePaul student reflection papers reveals unique insights, opportunities, and challenges faculty might consider to increase their impact when engaging diverse topics in the classroom.

Critiques of Student-Led Activities in the Classroom

Craig Miller, School of Computing

Despite the popularity of the flipped classroom, an increasing body of research has challenged the effectiveness of student-led problem-based activities. I review the evidence against these student-led activities and the theory underlying it. I then present alternative, evidence-based learning practices, which include presenting worked examples and eliciting explanations from students.

Supporting Student Engagement PechaKucha Session

Room 8010

Speakers: **Thomas Berry** (College of Business), **Anna Souchuk** (College of Liberal Arts and Social Sciences), **Tim Sparkes** (College of Health and Science), and **Daniel Makagon** (College of Communication)

Facilitator: **Elissa Foster** (College of Communication)

Join us for a series of concise, fast-paced presentations with recipients of the 2014 Quality of Instruction Council (QIC) Excellence in Teaching Award. Each speaker will share their approach to supporting student

engagement using the PechaKucha presentation format, where they will show 20 slides for 20 seconds each.

1:00 – 2:00

Crowd-Sourcing for Best Practices: Helping Students Succeed with Better Writing

Room 8011

Jill O'Mahony Stewart and **Judy Friedman**, Public Relations and Advertising

Part brainstorm, part speed networking, this interactive workshop will crowd-source student writing issues and faculty solutions using the Affinity Method. Come armed with frustrations as well as best practices to share. The workshop lasts 60 minutes, but the discussion will continue through a LinkedIn faculty networking group.

Experimenting with Reflection

Room 8009

The Benefits of Self-Explanation

Amber Settle, School of Computing

In self-explanation studies learners explain the meaning of content as they study a target domain. Numerous studies have found correlations between high-quality self-explanations and learning gains. We discuss results from several domains including the sciences, math, history, language arts, and computing, discussing both the set-up and conclusions from the experiments.

Creating Library and Academic Insiders Through Collaborative Reflective Writing

Heather Jagman, University Library

Reflection papers can be an effective way to invite students to connect personal experiences to new academic experiences, and reinforce their identity as successful members of the academic community. Results of a co-curricular assessment project demonstrate how students can contribute to their own information literacy and academic success.

Wherever You Go, There You Are: Mindfulness for Lifelong Learning

Helen Damon-Moore, Steans Center

Have you ever arrived at your destination, only to realize that you have little memory of your actual journey? Too often we and our students bring the same level of non-awareness to our teaching and learning. This presentation will highlight the benefits of mindfulness and its relevance to creating engaging courses that help to foster meaningful, transformative learning.

Student Insights

Room 8010

Instructor Comments on Student Papers: Student Perspective

Darsie Bowden, Writing, Rhetoric and Discourse

Most experts agree that instructors have the most influence on the intellectual growth of student writers in the act of commenting on a student's work-in-progress. But the scholarship in the field has thus far focused primarily on the teacher's perspective and is only beginning to explore how students actually make use of teacher comments. This project investigates the student perspective. Through examination of student papers (both papers with comments and students' revisions), interviews and demographics, this project makes use of grounded theory to document what happens between the teacher's comment and the revised draft, with the goal of improving the ways instructors comment on student work.

Secrets of a Writing Center Tutor

Lauri Dietz and **Theresa Bailey**, University Center for Writing-based Learning

Please join us for a discussion with Writing Center Tutors about effective writing assignment design. Tutors can be particularly valuable resources because every year they work closely with hundreds of different students on hundreds of different assignments. Tutors will share recommendations for helping students complete writing assignments successfully.

How to Create a Global Experiential Learning Course

Daniel Clark (University Internship Program), **Lynne Copp** (University Internship Program), and **Gena Lenti** (UIP367 Student) The University Internship Program's course, Global Perspectives (UIP367), uses the foundation of experiential learning to integrate career development techniques with students' roles as global citizens. Students in the course develop a reciprocal relationship between their DePaul coursework and their global experiential learning internship in Honduras.

2:15 – 3:15

Guiding Students in Metacognition

Room 8002

Caryn Chaden (Academic Affairs), **Julie Bokser** (Writing, Rhetoric and Discourse), **Sarah Brown** (Faculty Instructional Technology Services), **Michelle Navarre Cleary** (School for New Learning), **Michael Moore** (Writing, Rhetoric & Discourse), **Eileen Seifert** (Writing, Rhetoric & Discourse), **Kathryn Wozniak** (School for New Learning), and **Liliana Zecker** (College of Education) Students learn more effectively when they reflect on their learning. E-portfolios provide an opportunity to develop such "metacognition." However, many faculty have limited experience either assigning or assessing such work. This interactive workshop reports the findings of a research project focused on metacognition in e-portfolios and offers an opportunity to try possible applications.

Teaching Diverse Student Audiences

Room 8009

The Frontiers of Learning: Special Challenges in Education Today

Paul Bodine, Driehaus College of Business

How do we instill in students a respect for professional ethics? How do we create community among students who live in different time zones? In this session, you will learn about classroom and distance learning solutions found to be effective in executive education. Participants will also brainstorm ways that we can work together across the university to develop new techniques for meeting tomorrow's increasingly demanding learning challenges.

Teaching Non-native English Writers; or, How Do I Grade That?

Margaret Poncin, Writing, Rhetoric & Discourse

This presentation will discuss current research that informs how we can evaluate the writing of non-native English speakers. Importantly, we will consider this evidence in light of the realities faculty face: a necessity for fairness, the desire to maintain rigor, and, of course, the need to protect their time.

Blended Course Design and Delivery for Traditional Versus Adult Students

Zoab Mirza, College of Computing and Digital Media

There is no fixed definition of blended learning. Everyone uses a different approach to the design and delivery of blended courses. Student demographics are key to identify which model works for your class. SNL and CDM have different student populations. In this session participants will learn how at SNL and CDM, based on student feedback, different approaches were used to design and deliver blended courses, and how it was received by students.

Active Learning

Room 8010

Learning Theory → Game Theory: MMRPG and Learner-Centered Classrooms

Kathryn Burns-Howard, History

Learning principles and developmental psychology inspired Kathryn Burns-Howard to transform her history teaching—with games! Massive Multiplayer [Historical] Role Playing Games emphasize deep understanding and lasting skills. Tackling problems from acid rain to astronomy, Confucius to civil war, faculty use immersive games to retrofit liberal arts classrooms for today's learners.

Student Decision Making in Large Group Discussion

Mary Bridget Kustus, Physics

When students work together, they need to negotiate the roles and decision making within the group. We discuss research on the decision-making within a large group discussion, focusing on the role of the instructor and on one student's shifts in decision-making behavior. We conclude by discussing implications for activity-based instruction.

We're Still Going to Ghana! Moving from Disappointment to Empowerment

Derise Tolliver Atta and Osofo Kwesi Atta, School for New Learning

This presentation explores how students' negative affect, e.g. disappointment, can serve as a catalyst for connecting personal experiences with course content, to help deepen critical inquiry skills, support learning, and to encourage empowerment, civic engagement and creative collaboration. The case of a cancelled study abroad course will be examined.

3:30 – 4:30

Workshop with the Keynote Speaker

Room 8005

How Students Learn: Strategies for Teaching from the Psychology of Learning

Todd Zakrajsek, University of North Carolina at Chapel Hill

What can instructors do to facilitate learning when they encounter students who seem uninterested and even apathetic toward course content and assignments? Part of the responsibility for learning belongs to students, but as faculty, we can find new ways to motivate, inspire, and maybe even cajole students to learn. In this workshop we will explore how instructors can make classroom learning, perhaps one of the most artificial learning settings, a more meaningful experience for students. The workshop facilitator will use theories of learning and motivation as a basis for creating strategies to increase student engagement in course content and class sessions.

RESOURCE FAIR

3:15 – 5:00

Please join us in the foyer outside room 8005 for an opportunity to mingle with colleagues and visit with representatives from the campus resources listed below.

Wine, beer, and hors d'oeuvres will be served from 4 to 5 PM.

Assessment Certificate Program

The Assessment Certificate Program is a workshop-based program designed to provide training and support to faculty and staff engaged in the assessment of student learning. The program is a collaboration between DePaul and Loyola Universities. All faculty, staff, and students are welcome to participate in either the certificate program or workshops.

De-Mystifying the Academic Integrity Process at DePaul

The Academic Integrity Board's table will be devoted to the theme "De-Mystifying the Academic Integrity Process at DePaul." The table will promote awareness of the Academic Integrity Board. The goal of the presentation is to clarify how the Academic Integrity Board works to promote a culture of integrity at DePaul.

Division of Student Affairs

Come learn about the programs and services offered across the 15 departments within the division of Student Affairs, particularly those in the Center for Students with Disabilities, Office of Religious Diversity, University Counseling Services, and Office of Health Promotion and Wellness.

Engaging Students with Scholarly Publishing

DePaul students are publishing scholarly work on Via Sapientiae, DePaul's Institutional Repository. Projects include DePaul Discoveries Journal, the Asian American Art Oral History Project and French poetry in the annual journal, *Mille-Feuille Magazine Littéraire*. Administered by Library Digital Services, the platform is flexible, engaging and easy to use.

Faculty Instructional Technology Resources

Are you interested in adding global perspectives to your courses or enhancing your teaching with technology? Get answers from Faculty Instructional Technology Services about a variety of instructional technology initiatives, including mobile learning, online and hybrid course design, flipped classrooms, and global learning experiences.

Helping Students Excel: Wellness as an Academic Tool

Statistics prove it: students who frequently visit the Ray Meyer Fitness and Recreation Center have higher GPAs than infrequent users. Learn about the wellness programming Campus Recreation offers to students (faculty and staff too!).

Lynda.com

DePaul students, faculty, and staff have free access to a vast online library of instructional videos covering the latest software, creative, and business skills. Taught by accomplished teachers and recognized industry experts, Lynda.com is a high-quality resource for students, faculty, and staff looking to develop skills in Microsoft Office, Adobe Creative Suite, Mac & Windows, SPSS, Tableau, databases, web design, social media, photography, audio & video, design, animation, business, and a wide range of other topics.

Media Production and Training

Media Production and Training (MPT) in Information Services provides technical training to the DePaul community, allowing employees and students to fully utilize current technologies. MPT offers both online training resources, like Lynda.com, as well as campus workshops on topics such as Microsoft Excel, Microsoft SharePoint, and Powering your Presentations. MPT can also create training specific for your department.

The Society of Vincent de Paul Professors, SoTL Committee

The Scholarship of Teaching and Learning (SoTL) committee of the Society of Vincent de Paul Professors invites faculty and staff interested in embarking on SoTL projects to come to this table for information about launching their research. Individualized feedback on possible projects in a variety of disciplines will be provided.

Steans' Center for Community-based Service Learning

Consult with the Steans Center on ideas for community-based service learning courses, assignments to promote self-reflection, possible community partners, departmental service learning initiatives, and more.

Supplemental Instruction

Supplemental Instruction (SI) utilizes collaborative learning pedagogy to help students successfully complete historically difficult classes through peer-assisted study sessions. Program staff will be available at the reception to discuss how SI can serve as a resource for your students by helping them identify effective study strategies for their courses.

Teaching Commons #firstgen Story Project

Share your first-generation story with the Teaching Commons. Let others know how you did it. Let them know they can do it, too.

Teaching and Learning Certificate Program

Are you hoping to reinvigorate your teaching, identify best practices, or explore new approaches? Consider joining the Teaching and Learning Certificate Program (TLCP), a community where DePaul faculty and instructional staff share, discuss, and evaluate teaching strategies. Stop by the table to find out more about the program and explore past participants' teaching portfolios.

University Center for Writing-based Learning

Come learn about all the resources the UCWbL offers to support writing and the teaching of writing!

RECOGNITION CEREMONY

During lunch in room 8005, Caryn Chaden (Associate Provost for Student Success & Accreditation) and Gian Mario Besana (Associate Provost for Global Engagement & Online Learning) will recognize recipients of the following certificates and awards:

Teaching and Learning Certificate Program

A workshop-based program where faculty and instructional staff at DePaul enrich their teaching practices in collaboration with colleagues from across the university. To receive a certificate, individuals participate in six workshops and create a digital teaching portfolio.

Assessment Award

Every year department and program committees are charged with assessment of student learning in their areas. This award recognizes the year's best assessment project and report.

Sprit of Assessment Award

This award recognizes an individual or small group of individuals who has made extraordinary efforts to promote a culture of assessment at DePaul University.

Assessment Certificate Program

This workshop-based program provides training and support to faculty and staff engaged in the assessment of student learning. To receive a certificate, individuals participate in six workshops and develop a culminating assessment project.

Quality Matters (QM) Stars

The QM Star award recognizes quality online and hybrid courses created by graduates of the DePaul Online Teaching Series (DOTS) program. These courses have received a perfect score as part of DePaul's internal Quality Matters (QM) review process. The Quality Matters Rubric is a nationally recognized instrument for quality assurance of online and hybrid course design.

RIBBONS

Past conference participants report that one of the most valuable aspects of the event is the opportunity to connect with colleagues across disciplines. When you see someone wearing a ribbon attached to their name badge, feel free to strike up a conversation.

Here's a helpful guide to all of the ribbons worn by conference participants:

| | |
|-----------------------------------|---|
| Staff | are on hand to provide assistance and answer any questions you have about the conference. |
| Presenters | are sharing their ideas at the conference today. Ask them about the talk, panel, or workshop that they're presenting. |
| Facilitators | are moderating the concurrent sessions. They are responsible for ensuring the sessions run smoothly and for facilitating session evaluations. |
| TLCP Grads | have completed the Teaching and Learning Certificate Program. Ask them about their teaching portfolios. |
| ACP Grads | have completed the Assessment Certificate Program. Ask them about their assessment projects. |
| DOTS Alums | have completed the DePaul Online Teaching Series. Ask them about their experiences teaching online. |
| QM Stars | have developed an online or hybrid course that received a perfect score in a Quality Matters (QM) Review. |
| Global Learning Experience | These attendees are recipients of Global Learning Experience grants. Ask them about their efforts to integrate meaningful, global conversations into their courses. |
| Mobile Learning Initiative | These attendees are using mobile devices to enhance teaching and learning. Ask them about tools and strategies to make learning more portable and engaging. |

SPONSORS

Committee on Learning & Teaching
Office for Teaching, Learning & Assessment
Faculty Instructional Technology Services
Quality of Instruction Council

CONFERENCE PLANNING COMMITTEE

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Sharon Guan, Faculty Instructional Technology Services
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Michael Moore, Committee on Learning & Teaching
Kyle Peterson, Committee on Learning & Teaching
Amira Proweller, Committee on Learning & Teaching
Howard Rosing, Committee on Learning & Teaching
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SPECIAL THANKS

Sarah Brown, Jennifer Keplinger, Melissa Koenig, Elissa Foster,
Sara Hernandez, Alex Joppie, Bo Ju, Olga Kaler, Erica Loken,
Josh Lund, Kevin Lyon, Ashanti Morgan, Arthur Ortiz, Matthew
Pearson, Dylan Plachta, Mark Pohlrad, Rachel Pomeroy, Lisa
Ramos-Terrescano, Anna Scheldrup, and Bridget Wagner.

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