17th ANNUAL COLLEGIUM

AUGUST 17th, 2016
Dr. Todd Zakrajsek is an Associate Research Professor and Associate Director of Fellowship Programs in the Department of Family Medicine at the University of North Carolina. Todd serves on several boards, among them: Journal of Excellence in College Teaching; International Journal for the Scholarship of Teaching and Learning; Higher Education Teaching Learning Portal; Technology Enriched Instruction (Microsoft); and Communicating Science in K-12 (Harvard). Todd is also currently serving terms as an elected steering committee member for the both the Professional Organizational Developers Network and the National Academies Collaborative.

His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning. His most recent publications include Teaching for Learning (book co-authored with Claire Major and Michael Harris; Routledge, 2015); Developing a SOTL-Based Course (chapter in Using SoTL to Enhance your Academic Position: American Psychological Society: 2015); The New Science of Learning (book co-authored with Terry Doyle; Stylus; 2013); Developing Learning in Faculty: Seeking Expert Assistance from Colleagues (chapter in New Directions in Higher Education; 2014); Essential Skills in Building and Sustaining a Faculty Development Center: Budget and Staff (Journal on Centers for Teaching and Learning; 2013); and Scholarly Teaching: Suggestions for a Road More Traveled (International Journal for the Scholarship of Teaching and Learning 2013). He also co-edited a special volume of the Journal of Excellence on College Teaching, “Teaching for Brain-Based Learning.” Todd also delivered a TEDxUNC talk on the topic of metacognition.
Dear UCO Faculty Members,

I am delighted to welcome you to the University of Central Oklahoma, to the 17th Annual Collegium on College Teaching Practice, and to the myriad opportunities for you to help our students learn and thrive. Here you will discover the learning environment for you to explore, expand your professional curiosity and to change your student’s lives.

This period is a defining moment for both the university and higher education in general. Your continuing personal and professional growth and development are as essential to the university as they are to you.

The UCO community is proud of its scholarly accomplishments and demonstrated a sense of service and engagement. We are confident that you will make a substantive contribution to cultivating the culture of learning and serving here. I urge you to make a special effort to connect with our students as a teacher, mentor, and model. You, as faculty, are the life force of our institution.

UCO is committed to intentionally prepare and inspire those who see a pathway to the future here. We are focused on growing the next generation of leaders who embody the university’s advocacy of character, civility and community. Our responsibility is to prepare them for a world of changes we can imagine and project, but not know with certainty. Therefore, we must create and sustain a culture of learning, habits and values which will serve our students well as they learn, adapt and learn again in the world of increasing access, connectivity and ambiguity. I heartily welcome you to UCO and to our passion for learning, leading and serving. I urge you to be an engaged member of our community. We will meet soon.

Sincerely,

Don Betz
I want to welcome you all to the 17th Annual Collegium on College Teaching Practice at the University of Central Oklahoma. The Collegium represents the “kick off” event for our new academic year’s faculty enhancement activities. Under the direction of Dr. Jeff King, the Center for Excellence in Transformative Teaching and Learning (CETTL) guides our faculty enhancement activities each year with precision and cutting edge approaches to learning. By empowering faculty members in this process, Dr. King and Dr. Jody Horn, Assistant Director for CETTL, consistently produce an intriguing and in-depth experience for our entry into the new academic year. I am most grateful to both of them for creating the intellectually dynamic atmosphere that accompanies the Collegium.

We celebrate a culture of discovery on the UCO campus that pursues the exploration of high-impact educational practices that include the Central Six of Transformative Learning. These practices on our campus bring students and faculty members together through themes that include 1) Civic Engagement and Service Learning; 2) Leadership; 3) Research, Creative, and Scholarly Activities; 4) Global and Cultural Competencies; 5) Health and Wellness; and 6) Disciplinary Knowledge (classroom experience). You will see all of these at play in the sessions you attend during this event.

How appropriate that Dr. Todd Zakrajsek, Associate Research Professor and Associate Director of Fellowship Programs in the Department of Family Medicine at UNC-Chapel Hill, will deliver the keynote address to you. His expertise in faculty development is well established through his publication of works such as his recently coauthored book Teaching for Learning; he is also a co-editor of the Journal of Undergraduate Medical Education, giving him first-hand knowledge of the high-impact practices we explore together on the UCO campus.

This collegium is one of many events that will benefit faculty members and student-centered learning during the coming year and beyond. In addition to this event occurring each fall, we have the National Conference on Undergraduate Research (NCUR) just around the corner in April of 2018! UCO is certainly a great place to be if you value learning through experience. Thank you for being here, together, for this special day.

John F. Barthell, Ph.D.
Provost and Vice President for Academic Affairs
The 17th Annual Collegium on College Teaching Practices is the first event of the 2016-2017 Academic Year where faculty and other interested parties can earn credit in CETTL’s 21st Century Pedagogy Institute (CPI). The Institute offers faculty the opportunities to receive annual recognition in seven outcomes related to higher education pedagogy:

Area A: Reframing or strengthening of teaching from a student- or learning-centered paradigm
Area B: Re-designing assignments for student engagement and evidence-based active learning
Area C: Exercising diversity and inclusivity in teaching and learning
Area D: Improving work-life balance and health and wellness
Area E: Managing classroom issues
Area F: Improving teaching through the evaluation and application of evidence-based research using SoTL
Area G: Completing the Student Transformative Learning Record (STLR) training

President Betz and Provost Barthell will recognize four levels of graduates of the 2016-2017 21st Century Pedagogy Institute on April 10, 2017, from 5:30 -7:30 PM at a Champagne and Chocolate Gala at the CHK I Central Boathouse.

**Level 1:** New Faculty Teacher-Scholars are 
New faculty that have completed all three modules of the New Faculty Teaching & Learning Institute and Part I and II of STLR training by March 2017.

**Level 2:** 2017 Teacher-Scholars are 
Participants who have satisfied all seven Faculty Learning Outcomes through CETTL designated events between August 2016 and March 2017. STLR training could have been completed in 2015-2016.

**Level 3:** Distinguished 2017 Teacher-Scholars are 
Participants who have satisfied all seven Faculty Learning Outcomes through CETTL designated events between August 2016 and March 2017. STLR training could have been completed in 2015-2016. In addition, these Teacher-Scholars must have attended at least events that met two or three times between August 2016 and March 2017. STLR training could have been completed in 2015-2016.

**Level 4:** Most Distinguished 2017 Teacher-Scholars are 
Participants who have satisfied all seven Faculty Learning Outcomes through CETTL designated events between August 2016 and March 2017. STLR training could have been completed in 2015-2016. In addition, these Teacher-Scholars must have attended at least events that met two or three times between August 2016 and March 2017. STLR training could have been completed in 2015-2016. In addition, participants must have completed
- The training for classroom observation
- A written or video self-assessment of one of their classes
- A classroom observation completed by another trained teacher-scholar
During the Academic Year, 2016-2017 CETTL will offer workshops for all learning outcomes. There may be more than one workshop for some of the learning outcomes. The complete CPI 2016-2017 schedule is available online by clicking “Events/Learning Opportunities” on CETTL’s home page. CETTL will record involvement and participants can also have a check sheet. Some of the events offered through CETTL during the 2016-2017 Academic Year will include the following:

- Lunch & Learns on Faculty Well-Being; Managing the Classroom; SoTL; Student Mentoring; Transgender Issues; and A Primer on The Central Role of TL.
- Pedagogy Book Discussions Led by UCO Faculty on
- Critical Reading in Higher Education (Manarin et al., 2015, Indiana University Press, IN);
- Decoding the Disciplines (D. Pace & J. Middendorf, Eds., 2004, Jossey-Bass, VA);
- Teach Students How to Learn (S. Y. McGuire, 2015, Stylus, VA);
- Teaching Unprepared Students (K.F. Gabriel, 2008, Stylus: VA);
- What the Best College Teachers Do (K. Bain, 2004, Harvard University Press: MA);
- SoTL Scholars
- Students Learning Through Failure: Creating an Empowering Environment
- The 17th Annual Collegium on College Teaching Practice
- The Socrates and Stein Café Led by UCO Faculty and Others
- The 2017 Transformative Learning Conference
- Turning Groups into Teams for Learning
- A Primer on The Central Role of TL

Upon Department demand, CETTL offers Department-Based forty-minute workshops on

- “Aligning Outcomes Through Backward Design”
- “Active Learning Strategies in STEM.”
- Moving from Teacher-Centered to Student-Centered: Why Active Learning

Departments holding workshops will receive one copy of the well-referenced book Classroom Assessment Techniques (1993, K.A. Angelo & K. P. Cross, Jossey-Bass, CA). This 428-page book offers suggestions for classroom assignments by Bloom’s taxonomy levels, for example, assignments that assess for analysis and critical thinking. Faculty who attend one of these workshops will earn a learning outcome related to the content.

Contact CETTL for assistance at any time. We are in the Center for Transformative Learning (CTL). The CETTL Library is easily accessible in our browse-read-relax area at the front of our offices. Please visit us in the CTL Building, Rooms 200-205, and at our website, www.uco.edu/cettl. Extension 5570 is a good way to reach us by phone.

Jeff King, Ed.D.  Jody Horn, Ph.D.  Cary Williams  Camille Kilbourne
Exec. Director, CETTL  Asst. Director, CETTL  Director, ELA  Asst. Director, STLR
Mark Walvoord  Christi Moore  Gary Friend  Gina NeeDels
Asst. Director, STLR  Administrative Assistant  Student Assistant, STLR  Student Admin. Asst.
COLLEGIUM SCHEDULE AT A GLANCE

PEGASUS THEATRE IN COLLEGE OF LIBERAL ARTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:00-8:50 AM</td>
<td>COFFEE, TEA, AND PASTRIES IN FOYER OF PEGASUS</td>
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<tr>
<td>8:50-9:00 AM</td>
<td>WELCOMES FROM PRESIDENT BETZ AND PROVOST BARTHELL</td>
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<tr>
<td>9:00-9:50 AM</td>
<td>KEYNOTE SPEAKER: DR. TODD ZAKRESJEK</td>
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<tr>
<td>10:00-10:50 AM</td>
<td>CONCURRENT SESSIONS 1-9</td>
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<tr>
<td>11:00-11:50 AM</td>
<td>CONCURRENT SESSIONS 10-18</td>
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This year sixteen of the eighteen sessions are devoted to faculty sharing examples of active learning in their classroom. There will be 2-3 panelists in each session with a discussant. The discussant will begin by giving a brief summary of research on the method. The panelists will then spend between 8-10 minutes each describing how they use the method in their classroom. Handouts from all discussants and panelists will be available for those interested.

COLLEGIUM SESSIONS BLOCK ONE

1. CASE-BASED LEARNING
2. LEARNING IN CAPSTONE COURSES
3. LEARNING IN THE FLIPPED CLASSROOM
4. GROUP-BASED LEARNING
5. LEARNING WITH IF-AT CARDS
6. LECTURE-BASED ACTIVE LEARNING
7. PROJECT-BASED LEARNING
8. DEANS, CHAIRS, AND ADMINISTRATORS SESSION: “BACKWARD DESIGN, LEARNING OUTCOMES, AND ASSESSMENT: SOUNDS LIKE A LAW FIRM, WORKS LIKE A BASEBALL.”
   JEFF KING (CETTL)
9. UPROCTOR SESSION

COLLEGIUM SESSIONS BLOCK TWO

10. LEARNING WITH A LABYRINTH
11. ASSESSING LEARNING THROUGH STLR
12. LEARNING IN THE FLIPPED CLASSROOM
13. GROUP-BASED LEARNING
14. LEARNING WITH IF-AT CARDS
15. LECTURE-BASED ACTIVE LEARNING
16. PROJECT-BASED LEARNING
17. PROJECT-BASED LEARNING
18. OTHER STRATEGIES: SIMULATIONS, FACULTY-PARTNER LC, AND ACTIVE LEARNING
# COLLEGIUM SESSIONS

<table>
<thead>
<tr>
<th>Sessions 1-9</th>
<th>TEACHING METHOD</th>
<th>DISCUSSANT AND PANELISTS</th>
<th>ROOM</th>
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<tr>
<td>Case-Based Learning:</td>
<td>Factually- or realistically-based issues in a context requiring analytical skills to solve. Most often in teams. Requires some degree prior knowledge to solve.</td>
<td>Discussant: Keith Eakins (Political Science)</td>
<td>101</td>
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</table>
| Common Practices Within Method that Enhance Learning | • Retrieving prior knowledge & connecting to new knowledge.  
• Peer-to-peer instruction.  
• Use of conceptual knowledge.  
• Close to real world problem-solving but classroom-based. | Panelists:  
1. Nancy Dentlinger (Nursing)  
2. DiAnn McDown (Curriculum & Instruction) | |
| Capstone Courses: | Often concluding integrative experience of a body of knowledge. Offers students opportunity to contextualize and integrate their learning. | Discussant: Siv Krishnan (Finance) | 106 |
| Common Practices Within Method that Enhance Learning | • Use of spaced retrieval and prior knowledge.  
• Elaboration (Connecting knowledge).  
• Generation (Attempting to answer before the solution was known). | Panelists:  
1. David Macey (Assistant Vice President Global & Cultural Competencies)  
2. Pamela Rollins (Nursing)  
3. Kama King (Forensic Science Institute) | |
| Flipped Learning: | Students receive new material, either online or via instructor assignment, outside of class and work through activities or problem-solving during in class. | Discussant: Susan Scott (Educational Sciences, Foundations & Research) | 108 |
| Common Practices Within Method that Enhance Learning | • Allows class time to focus on the application of knowledge.  
• Forces students to engage with content before class.  
• Spaced out retrieval  
• Creating mental models enhance learning | Panelists:  
1. Frank Nelson (Adult Education & Safety Science)  
2. Nancy Gwin (Nursing)  
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<tr>
<td><strong>Group-Based Learning</strong>: Forms of learning where students work in groups. Common Practices Within Method that Enhance Learning</td>
<td><strong>Discussant:</strong> Susan Scott (Educational Sciences, Foundations &amp; Research)</td>
<td>109</td>
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<tr>
<td><strong>Common Practices Within Method that Enhance Learning</strong></td>
<td><strong>Panelists:</strong> 1. Sam Lawrence (Mass Communication) 2. Angela Mooney (Curriculum &amp; Instruction) 3. Nesreen Alsbou (Engineering &amp; Physics)</td>
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<td>• Higher academic achievement than lectures under conditions: positive interdependence, accountability, interaction, appropriate use group skills, and self-assessment needed. Solving problems first then learning results in longer retention better learning.</td>
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<tr>
<td>• Peer-to-peer instruction.</td>
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<td>• For groups to succeed, they must be formed, managed, and guided.</td>
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<tr>
<td><strong>IF-AT Cards</strong> (Immediate Feedback Assessment Technique). Taking scratch off quizzes.</td>
<td><strong>Discussant:</strong> Jacque Hocking (Mass Communication)</td>
<td>117</td>
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<tr>
<td><strong>Common Practices Within Method That Enhance Learning</strong></td>
<td><strong>Panelists:</strong> 1. Burle Steelman (Criminal Justice) 2. Ryan Kiggins (Political Science) 3. Maurice Haff (Management/Entrepreneurship)</td>
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<tr>
<td>• Students love this method!!</td>
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<td>• More effortful retrieval with low-states quizzing, the stronger the benefit.</td>
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<td>• Facing desirable difficulties results in better learning.</td>
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<td>• Students defend alternative answers through appeals.</td>
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<tr>
<td><strong>Lecture-Based Active Learning</strong></td>
<td><strong>Discussant:</strong> Linda Harris (Educational Sciences, Foundations &amp; Research)</td>
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<tr>
<td><strong>Common Practices Within Method That Enhance Learning</strong></td>
<td><strong>Panelists:</strong> 1. Cia Verschelden (Sociology, Gerontology, &amp; Substance Abuse) 2. Allison Embry (Library) 3. Rashi Shukla (Criminal Justice)</td>
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<td>• Punctuated Lecture Approach</td>
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<td>• For effective LBL, make LO &amp; main pts, use active learning, minimize distraction, make pre-class assignments.</td>
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</table>
| **Project-Based Learning:** Students working with material over time to investigate, analysis, and engage with issue or problem. | **Discussant:** Ruki Ravikumar (Design)  
**Panelists:** 1. Sam Ladwig (Design)  
2. Jessica Sheetz-Nguyen (History & Geography)  
3. Robert Epstein (Management) & Maurice Haff (Management) | 120 |
| **Common Practices Within Method That Enhance Learning**  
- Real-world problem-solving for ill-formed challenges.  
- Deeper learning  
- Learning stronger when it matters  
- Knowledge, skills, experiences better learning |  |  |
| **Deans, Chairs, and Administrators Session** | **“Backward Design, Learning Outcomes, and Assessment: Sounds Like a Law Firm, Works Like a Baseball”** Jeff King (CETTL) | 237 |
| **ProctorU** | Bri Nguyen, ProctorU’s UCO Account Manager, will demonstrate ProctorU’s live, remote proctoring service through the student experience and discuss best practices for a smooth transition into online proctoring. The session will open up to a Q&A session. She will be available after the session if instructors have more specific questions about their exams and student sessions. | 239 |
| **Sessions 10-18** |  |  |
| **Learning with a Labyrinth** | **Discussant:** Jessica Sheetz-Nguyen (History & Geography)  
**Panelists:** 1. C. Diane Rudebock (Kinesiology & Health Sciences)  
2. Melissa Powers (Kinesiology & Health Sciences)  
4. Kato Buss (Theatre) | 101 |
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<td>Assessing Learning Through STLR</td>
<td>Discussant: Mark Walvoord (CETTL)</td>
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<tr>
<td>Flipped Learning</td>
<td>Discussant: Frank Nelson (Adult Education and Safety Sciences)</td>
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</tr>
<tr>
<td>Group-Based Learning (also Team-Based)</td>
<td>Discussant: Nesreen Alsbou (Engineering &amp; Physics)</td>
<td>109</td>
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<tr>
<td>IF-AT Cards</td>
<td>Discussant: Burle Steelman (Criminal Justice)</td>
<td>117</td>
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<td>Panelists: 1. David Duty (Mass Communication) 2. John Wood (Political Science)</td>
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<tr>
<td>Project-Based Learning</td>
<td>Discussant: Cia Verschelden (Sociology, Gerontology, &amp; Substance Abuse)</td>
<td>Panelists: 1. Sherri Johnson (Mass Communication) 2. Siv Krishnan (Finance) 3. Ruki Ravikumar 4. &amp; Lanie Gabbard (Design)</td>
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<tr>
<td>Other Instructional Strategies: Simulations, Faculty-Partner LC, and Active Learning with Learn@UCO</td>
<td>Discussant: Rashi Shukla (Criminal Justice)</td>
<td>Panelists: 1. Timothy Bridges (ISOM) 2. Samantha Kramer (Faculty-Partner Living Learning Communities) 3. Kathy Wullstein (Office of Information Technology)</td>
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The Collegium on College Teaching Practice is a collaboration of the Center for Excellence in Teaching & Learning and many UCO faculty, staff, and administrators. In particular, we want to offer a Special Thank You to:

• The following faculty who volunteered to assist at the Collegium: Beth Allen (Biology), Ed Cunliff (Adult Education and Safety Science), David Duty (Mass Communication), Jacque Hocking (Mass Communication), Jill Lambeth (Mass Communication), Elizabeth Overman (Political Science), Kim Pennington (ESFR), Lori Risley (Adult Education and Safety Science), Pamela Rollins (Nursing), Nikki Seagraves (Biology), Cia Verschelden (Sociology, Gerontology, & Substance Abuse), Anastasia Wickham (English), and John Woods (Political Science)

• President Don Betz for his essential role and continual support of all UCO faculty and the Transformative Learning initiative

• Provost and Vice-President for Academic Affairs Dr. John Barthell for his advocacy and continual support for all UCO faculty as those who create engaging environments for UCO students

• The Office of Academic Affairs for its continual support and concern for all UCO faculty

THANK YOU!