

Sunday, August 9th

Notes on the Program

All activities will be held at Harold Washington College.

7:00 – 8:00 a.m. CONTINENTAL BREAKFAST FOR WORKSHOP PARTICIPANTS

Room 101/102

Breakfast will be provided for participants registered to participate in Institute workshops.

8:00 – 12:00 p.m. WORKSHOPS

* Pre-registration is required for all Institute workshops. If you cannot remember which workshop you enrolled in, please see a member of the SSI 2009 on-site staff before Sunday morning. If you would like to enroll in a workshop, please contact a member of the staff to find out if space remains.

Critical Thinking about Really Big Questions: Integrating the Disciplines

Room 602

Themes:	Humanities/Social Sciences	Interdisciplinary
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Ellen Goldey, goldeyes@wofford.edu

Byron McCane, mccanebr@wofford.edu

Wofford College

Abstract: Big problems and polarizing conflicts do not have single-discipline solutions but instead require critical reflection and purposeful integration of multiple perspectives. Therefore, we must do a better job of modeling for our students what it means to take an intellectually sophisticated approach to “really big questions” (RBQs). Only a citizenry that respects scholarship, is accustomed to ambiguity, and engages with complexity can identify and act on solutions to society’s capacious problems.

What will be accomplished: The workshop leaders (a biologist and an archaeologist/religion professor) will briefly overview how interdisciplinary programs have engaged our colleagues and students in contemplating RBQs, such as that of human origins. Participants will brainstorm polarizing views of this RBQ as reflected in the popular media, contrast such dualistic views with higher-order levels of intellectual development, and demonstrate how we can construct new knowledge through the integration of different fields of scholarship (Perry, 1970).

Public Health: A SENCER Strategy for Critical Thinking and Community Engagement

Room 604

Themes: Health

Partnerships

Marion Field Fass, fassm@beloit.edu
Beloit College

Pearl Fernandes, perfernan@uscsu.edu
University of South Carolina Sumter

Abstract: In this workshop, participants will work to integrate public health perspectives and activities into SENCER courses in biology, nutrition, mathematics and environmental sciences. These perspectives help students see the connections between the science they study and the world around them. Public health provides an interdisciplinary framework for analyzing community problems and suggests ways that students can develop projects that benefit their communities and contribute to understanding global issues. We will work with newspaper articles, public health databases and case studies to build classroom activities that can change the way that students look at personal and community health, their personal engagement with community issues and their perspectives on global issues such as food security, flu and HIV/AIDS.

What will be accomplished: Facilitators will:

- introduce the basic concepts and tools of public health, including community assessment and epidemiology,
- practice asking questions about the good of the community- translating from the level of the individual to the level of the population,
- provide opportunities for participants to adapt a public health framework to courses in nutrition, biology, mathematics, environmental sciences using quantitative reasoning and analysis of complexity,
- identify activities that can be integrated throughout SENCER courses to promote "public health thinking" and civic engagement, and
- identify strategies for assessing changes in knowledge and attitudes toward public health issues and citizen responsibility and action.

Writing Good Proposals to Support Scaling Up Your SENCER Work

Room 606

Themes: Dissemination

Faculty Development

Myles Boylan, mboylan@nsf.gov
National Science Foundation

Abstract: The goal of this workshop is to equip participants with knowledge that will make them more competitive in the NSF grants competitions for education projects. Participants will engage in several brief exercises, and will read an authentic NSF proposal, evaluate it individually, and then discuss it in groups of 5 to 8 people - the size of typical review panels in the division of undergraduate education.

Strategic Approaches to a More Sustainable Campus

Room 608

Themes:	Theory/Rationale Partnerships	Reform
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Amy Shachter, ashachter@scu.edu
Santa Clara University

Abstract: Over the years, many colleges and universities have started green initiatives aimed at creating a more sustainable campus. This workshop will focus on developing strategies and structures that support and foster a more sustainable campus. Building on the SENCER approach to curricular change, participants will work to develop a strategic approach for their campus that integrates both realities of individual campus cultures and successful strategies from other institutions.

Conservation Organizations: Providing Living Classrooms for Your Curriculum

Room 614

Themes:	Partnerships Sustainability	Community Engagement Course Design
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Dennis Lehman, dlehman@ccc.edu
Harold Washington College

Christian Greer, cgreer@sheddaquarium.org
Shedd Aquarium

Jo-Elle Mogerman, jo-elle.mogerman@czs.org
Angela Sullivan, angela.sullivan@czs.org
Brookfield Zoo

Lynda Lancaster, lynda_lancaster@nps.gov
The National Park Service

Dana Murphy, dmurphy@chicagoriver.org
Friends of the Chicago River

Stephanie Smith, ssmith@greatlakes.org
Alliance for the Great Lakes

Abstract: Facilitators for this workshop include representatives from the leading conservation organizations in the Chicago region. The discussions they will lead will help all educators to engage with local entities to enrich their courses. In this workshop, attendees will learn how to use informal educational settings as living classrooms as a part of your biology, environmental science, chemistry, math and physics curriculum, and how to connect with these kinds of organizations to find the right contact and/or utilize existing resources. Participants will also explore how the informal education and the SENCER communities can promote life-long learning.

Active Learning Strategies for Teaching and Learning Assessment

Room 607

Themes:	Pedagogy Theory/Rationale	Assessment/Evaluation Course Design
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Monica Devanas, devanas@ctaar.rutgers.edu
Rutgers University

Abstract: Active learning engages students in their learning by encouraging thoughtful reflection, the practice of new skills, and the application of new knowledge. Active learning includes any activity that students do before, during or after class that moves them beyond passively listening and note-taking to explore the new material to consider what they have read, seen and heard, apply it to real life situations or new problems, and practice the process of adapting and applying learning while alone, or in pairs or groups. Decades of research in multiple disciplines, several models of instruction, and emerging best practices in assessing student learning support the faculty member who believes students will learn better when classroom activity is not limited to lecturing alone.

What will be accomplished: This session will provide an overview of effective practice in active learning. Participants, working in small groups, will choose from several suggested active learning exercises, consider how to incorporate them in their own (large or small) courses, practice the techniques briefly, and then consider their usefulness for learning assessment.

Writing in SENCER Courses

Room 621

Themes:	Theory/Pedagogy	Course Design
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Cathy Middlecamp, chmiddle@wisc.edu
University of Wisconsin Madison

Glenn Odenbrett, glennodenbrett@aol.com
Western Reserve Resource Conservation and Development Council

Abstract: A decade ago, Cathy Middlecamp restructured her general chemistry course to meet campus requirements for "communication." Although she didn't know it at the time, she now realizes that this changed more about how she views the teaching and learning process than perhaps any other single act. As of 2008, she has taught writing/communication intensive courses over a dozen times, including her SENCER model course (Uranium and American Indians, 2003), her general chemistry course (Chemistry in Context) and a course in the Integrated Liberal Studies Program (The Radium Girls and the Firecracker Boys).

In this workshop, the facilitators will share what they have learned about pedagogy, course design, and assessment. Topics include: (1) What is useful to keep in mind as you design a writing (or speaking) assignment? (2) In what ways can you respond to student work? (3) How can peer review work better for you and your students? (4) How can you create assignments that minimize the chances of plagiarism? (5) How can the SENCER-SALG give you useful feedback? (6) What resources do you need as you teach communication? Participants will engage in some lively discussions and leave with a more powerful set of tools to successfully use in SENCER courses.

Mathematics, Statistics, and the Connection to Civic Engagement

Room 618

Themes:	Quantitative Literacy Partnerships	Community Engagement
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Cindy Kaus, cindy.kaus@metrostate.edu
Metropolitan State University

Abstract: Participants will review some current curriculum (both SENCER models and non-SENCER models) and pedagogies which incorporate civic engagement to find out what is already being done and discuss what is needed in the future. They will be encouraged to share the work that they are currently involved in and discuss future plans for course development. In addition, attendees will examine the roll partnerships, both community and academic, have in successfully implementing these ideas. The facilitator will discuss how to form partnerships with community organizations and how to improve the effectiveness of math and writing tutoring centers in guiding students toward successful skill building in both of these areas. Participants will brainstorm ways to increase dissemination of these innovative curricular ideas and discuss the role of the scholarship of teaching and learning in this dissemination.

Assessing for Learning: Getting Started with the SENCER-SALG

Room 406

Themes:	Assessment/Evaluation	Theory/Rationale
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Stephen Carroll, scarroll@scu.edu
Santa Clara University

Abstract: This workshop will introduce participants to the SENCER-SALG (Student Assessment of their Learning Gains)—a free, online assessment instrument that focuses exclusively on student learning. Both the website and the instrument were designed to be adapted by the instructor to the specific pedagogies and learning outcomes of their courses. Studies demonstrate that the SENCER-SALG provides valid, meaningful feedback to instructors that motivates substantive changes in course design and pedagogy. The workshop will include discussions of basic assessment principles and the pedagogical principles that inform the SENCER-SALG. A hands-on session will allow participants to design and build Baseline (beginning of the term) and SALG (end of the term) instruments for their own courses. Participants will also explore the new Department SALG—which allows assessment of department- or program-level learning outcomes while preserving the privacy (and freedom to innovate) of individual faculty.

8:00 – 12:00 p.m. **SCHEDULED TEAM TIME AND INDIVIDUAL CONSULTATIONS**
For participants not enrolled in or facilitating workshops.

Afternoon **PRE-REGISTERED TOURS**
Brookfield Zoo: Meet in the lobby of the Palmer House Hilton at 12:15 pm and check in with Amanda Moodie.
Architecture Walking Tour: Meet in the lobby of the Palmer House Hilton at 12:45 pm and check in with Danielle Kraus.