

Teaching Matters

The Teaching and Learning Center of the University of the Sciences in Philadelphia

Volume 3, Issue 3

2001 Spring Issue

This issue contains the registration forms for the Talking About Teaching Day, May 8, 2001 and the Technology Days, May 9-10, 2001 and the submission form for the 2001 Document of Innovation

Innovation Implementation: Prototype and Adaptation

By Phyllis Blumberg

This issue showcases many of the varied innovations that USP faculty are using. USP faculty are engaged in many different types of innovations from using technology to different ways to get the students involved with their learning to new ways to assess students. Many of these creative ideas will be shared in workshops and roundtables at the Talking about Teaching Day, May 8, 2001 and the Technology Days, May 9-10, 2001. Also all of the nominations that were submitted for the Patricia Leahy InnOvation With Learning (OWL) award are summarized in this issue. The innovations described in this newsletter reflect the growing national emphasis on student-centered learning compared to a more traditional focus on teaching or content coverage. This showcase should facilitate other faculty to incorporate some of these innovative ideas into their own teaching. We hope that other faculty adapt ideas described in these venues.

Innovative products or practices incorporate effective educational techniques and current theory to improve student learning. The National Science Foundation recognizes that in education two types of innovation are equally important. The prototype is the initial implementation or demonstration of the feasibility of a new idea. It might involve the pilot testing of a new idea or it might be the long-term implementation by the original developer. While prototypes are essential for real progress, good ideas need to be adapted and implemented in more than one course.

(continued on pg. 2)

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The Teaching and Learning Center is an educational resource for all USP faculty who are interested in helping their students become more effective learners. It maintains a current collection of books and periodicals relating to teaching and learning and student assessment. ¾

Innovation Implementation: Prototype and Adaptation (continued from pg.1)

For this reason, the other type of innovation, adoption or adaptation of someone else's prototype is regarded in education as another key part of the innovation implementation cycle. Adaptations rely on resources or practices that have been demonstrated to be of high quality. However, the process of adapting these ideas to work in a new setting with different types of students makes it an innovation. Most of the innovative ideas described in this newsletter are successful adaptations of another's ideas. The prototype and the adaptation involve enhancements of the teaching and learning process through using newly developed materials, methods or practices. Successful innovations should result in changes to the institution where they are implemented and changes in the way students learn. Dissemination of one's new ideas helps to complete the innovation implementation cycle. Through dissemination, other people learn about the innovation, consider how to adapt it and this idea can be implemented in different situations. The Teaching and Learning Center and the Teaching and Learning Technology Roundtable have various venues for dissemination of innovative ideas including this newsletter, the Talking About Teaching Day, the Technology Days, and the Document of Innovation. The final phase of the innovation cycle is when an innovative idea becomes such an accepted part of the institutional culture that it is no longer considered an innovation. The idea is implemented and accepted by many people at the university that it becomes institutionalized.

The large number of innovative practices described in this issue gives clear evidence that many USP faculty are innovators. To complete the innovation cycle, we need to have larger scale implementation of these innovative ideas. Let's work together to put into general practice these demonstrated successful innovations. Your reactions and ideas for further innovation and implementation are welcome.

Faculty Enrichment Week – May 8 – 11, 2001

The Teaching and Learning Center, the Teaching and Learning Technology Roundtable, and the Center for Distance and Extended Learning are pleased to offer a week of diversified faculty enrichment. This week allows many opportunities for stimulating discussion, exchanging ideas, learning and recognition of USP faculty who are excellent teachers and innovators. The three main events during this week are the Talking About Teaching Day, the Technology Days and a cultural enrichment field trip. Full time, part time and adjunct faculty are invited to attend as many activities as their interests and schedules permit. Please register for the events separately on the enclosed forms.

The Talking About Teaching Day, May 8, 2001

program includes two workshop sessions with choices of workshop topics in each session, a networking luncheon, two roundtable sessions with choices of roundtable topics in each session and concludes with a reception and poster session. The informal poster session will feature this year's Patricia Leahy OWL nominations and others who have done educational research. If you have done educational research within the last few years, please present a poster on your work so that others may learn from you. If you have research you would like to showcase at the poster reception, please contact the Teaching and Learning Center at x1168 or m.raffer@usip.edu.

The Technology Days, May 9-10, 2001 offers opportunities to learn how to use new technologies in your teaching. The technologies range from basic to very advanced. There are hand-on, skills acquisition workshops and discussions of the applications of these technologies into teaching. A keynote address will discuss the assessment of technology to teaching and learning. There will be two discussions relating to USP-wide implications of technology.

The Cultural Enrichment Field Trip, May 11, 2001 is being introduced as way for faculty themselves to learn in the arts and see how the Philadelphia area can be used for educational experiences for students. We have made reservations for faculty to tour the Barnes Foundation, a private art collection and arboretum in Merion, PA. All reservations need to be paid for in advance. A taped docent tour can be rented upon admission. Parking is very limited and expensive at the Barnes; therefore, we will be arranging car pools.

**Patricia Leahy InnOvations With Learning
OWL Award Nominations
2000-2001**

The Patricia Leahy InnOvations With Learning OWL Award was established in 1994 to recognize and reward faculty who develop an innovative teaching strategy while in the process of fine tuning the craft and furthering the art of teaching. This award was named in honor of Patricia Leahy, a generous, innovative, and well respected USP Physical Therapy faculty member. The use of new instructional strategies typically require much planning time, a willingness to take risks, delay or even uncertain rewards and perhaps lack of appreciation from students. The OWL Award competition recognizes those faculty members who are currently experimenting with their teaching. The nominations are adjudicated by a committee composed of previous OWL awardees and members of the Teaching Learning Advisory Committee.

This year we have 17 excellent nominees for the OWL award, all of which are summarized here. These innovations will also be showcased during the poster session and research fair concluding the Talking About Teaching Day, May 8, 2001. The winner will be announced at the Faculty Council Luncheon, June 7, 2001.

Using Active-Learning Strategies to Enhance Student Participation and Interest in a Recitation Course, Eric G. Boyce

Various active learning strategies, including quiz shows, discussing primary literature abstracts, asking students to record the most confusing point, and assigning group leadership to the least participatory members, have been employed in this required recitation course. The quiz show format enhanced the learning experience of those students who put together the games and increased the average participation grades for all students - particularly those students who generally participate less.

Students like the games and considered them to be good ways to get everyone involved and to have some fun in class. The combination of these techniques has encouraged all students to participate. A recitation-based course is an excellent setting to experiment with learning and teaching methods – particularly with the goals of enhancing student learning and interest.

Active Learning Strategies in Introductory Physics, Bernard J. Brunner

Three different active learning strategies, including group quizzes, peer instruction, and required written questions on reading assignments, have been employed in this introductory, algebra-based required course. Each of these techniques has been successfully adapted from other science teachers at other universities. Heterogeneous physics ability groups of students work together to take group quizzes. Students are given multiple choice questions during class and asked to respond individually by holding up their answer. Within their quiz groups, they discuss the answer and then volunteers are asked to explain their rationale to the whole class. If the majority of the class still does not have the correct answer, the instructor explains it. Students are required to develop at least three questions from their reading of the textbook. Questions are to be marked as either possible test questions or need to have the material discussed for their own knowledge of the material.

These active learning strategies have led to increased average scores on exams and have been very well received by the students.

**Using Classroom Assessment Techniques to foster higher order thinking and OT knowledge
Gina F. Collier**

A few classroom assessment techniques were used. Classroom assessment techniques are conducive to increasing student learning because this approach is formative, learner-centered, and instructor-directed. The instructor completed a teaching goals inventory in Angelo and Cross's Classroom Assessment Techniques as a systematic way to choose which goals to focus on in a particular course. Two techniques, The Muddiest Point and the Background Knowledge Probe, were used because they relate to the goals of increasing higher order thinking and discipline specific knowledge.

The instructor tried this technique because she was interested in learning how to be better teacher and ways to improving her teaching. The instructor compared her performance on course evaluation forms this year to her performance prior to using these classroom assessment techniques. Last year, comments included "doesn't explain things clearly"; this year after the strategy was implemented comments included "was receptive to answering questions". Her evaluation scale numbers also improved between .5 and >1 on a five point scale. Students liked that their concerns were addressed in the following class.

2001 OWL Award Nominations

Collaborative Clinical Scenario Assignments with Students in Australia, Robert Feldman

USP Physical Therapy students worked on a joint clinical case scenario with their counterparts at the University of South Australia. Jointly the students had to describe their evaluation and intervention strategies for the case and determine how the PT care would be reimbursed in both countries. Finally the students had to compare the American and the Australian health care systems based upon their understanding resulting from their analysis of this case.

The students needed to work collaboratively in teams through the Internet with someone they never met. They learned how a clinical problem is treated differently in different countries. The students in both countries enjoyed this project. In addition to learning about clinical treatment, the students learned about the health care delivery systems in two countries and the potential costs for their professional care.

Designing Utopias: An Interactive Approach to Helping Students Envision Future Societies, Paul Halpern

The Nature of Time is part of the Intellectual Heritage course. Several weeks of the course are devoted to a discussion of alternative futures, including a segment on utopias and dystopias. To help students better appreciate these ideas, and to transform a dry topic for many, into something which students might live (albeit in their creative endeavors only) an interactive small group project was developed and counts 30% of their grade. Students need to imagine life in the year 2100, as either a utopia or dystopia. They may present this project in class and answer questions about their imagined society. Students must describe all aspects of their hypothetical societies to add up to a self-consistent portrait of tomorrow.

If students are engaged in planning their own societies, they should better appreciate the opportunities and dilemmas of such enterprises. Students found the projects interesting and enjoyable. These projects helped the students better appreciate ideas about the future, as well as the elements that make up utopias and dystopias. The submission contains descriptions of two student projects that offer abundant examples of creative and imaginative, new approaches.

Weaving Service Learning in Foundational Occupational Therapy Coursework, Roger I. Ideishi, Susan E. Santalucia, Gina F. Collier, and Pamalyn A. Kearney

Third year OT students participate in coursework that introduces the theoretical and foundational principles of occupational therapy through classroom, laboratory and service-learning experiences. Service learning assignments provide experiences to link concepts together. Students participate in two primary service learning activities. In both settings, the students and the site mutually benefit from the experience.

Initially, students perceived the service learning component negatively. Weekly on-line, classroom and small laboratory group reflective discussion and interactions are utilized throughout the semester. About three-quarters into the semester, the students begin to link the concepts together. Student evaluations also reflect this growth with positive comments related to the learning experiences. The student begins to relate the process of teaching and learning, and the concepts of human occupation to professional service.

OT 679 Clinical Reasoning II, an on-line, distance education course, Pam Kearney

Fifth year OT students while engaged in full time fieldwork are required to take an elective course. Since the students are at remote locations, majority of this course had to be offered in a distance education format. Through the use of WebStudy, students engage in discussions of research literature, presentations of case studies, forum discussions, and written assignments.

The students felt that the course content and assignments complimented learning occurring within the fieldwork, which is a goal of the instructor. Students appreciate the asynchronous aspect of the course and enjoy reading about the experiences of their classmates.

Recommendations for others who are interested in using an electronic course delivery medium include: take time to learn the platform, allow plenty of faculty preparation time, train students to seek help with technical difficulties from the support people, plan the course so that students can take 2-3 weeks to learn how to use WebStudy, and set aside specific time each week for the course.

2001 OWL Award Nominations

The Development of Peer and Self-Assessment in the Classroom, Peter J. Miller

For the past few years, 5th year PT students are required to assess their own and their peer's performance in an extended small group activity and a presentation summarizing the small group work. In the past the assessment system used was not a valid means of discriminating levels of student performance since the distributions was so skewed toward the high end of the scale. This year, the number of scoring criteria was raised from five to twenty five. The additional criteria were based on elaborations of the previous year's items and curricular outcome expectations derived from physical therapy accreditation documents. The new scoring system allows for greater discrimination of student performance, which makes the information more meaningful to judge their learning, especially in the reflection on their strengths and weaknesses. However, the detailed criteria led to fewer written comments. This may be a function of the format of the form.

The use of peer and self-assessments has the potential to give students a source of feedback that is very formative and meaningful, and fully integrates assessment as part of the learning process.

Gaining Immediate Feedback on How Well Students are Learning through Ungraded Multiple Choice Questions, Diane W. Morel

Once a week, students anonymously write the answer to 4-6 multiple choice questions. These questions facilitated and reinforced critical thinking and knowledge development in a non-threatening manner without lowering the standards of the course. Then the class discusses the correct answers. The following day, the instructor reports on the results of the quiz. The instructor clarifies any further misunderstandings. In previous years, students were given these questions, but they did not have to write the answers. The expectation that the answers be written greatly increased the numbers of students participating.

Students did better in the first test and on the cumulative final this year than in previous years. More students earned As and Bs than in previous years, but the overall number of students who failed the course were not different from previous years. Student reactions were generally positive. These quizzes seemed to give the students confidence and pushed students to get the help they needed. The process facilitated two-way communication between instructor and students and provided a forum for discussion.

Role-Playing in a Large Classroom: Dealing with Constipation and Diarrhea Communication Issues, Andrew M. Peterson

Pharmacotherapeutics students engaged in role-playing of case scenarios on Constipation/Diarrhea to illustrate the difficult nature of discussing bowel habits with patients and other health care practitioners. The goal was to allow the class to "laugh now" at the topic and discover how to have a professional level communication about bowel habits with patients or physicians. Students were given the scenarios in class and prepared their role-playing and responses during that class. One group acted out the scenario and another group was given the responsibility of commenting on how well the pharmacist handled the situation and what they might have done differently given the same situation. Then, the remainder of the class was also invited to give their opinion.

Students stated that they were better able to apply the knowledge learned during the exercise and enjoyed the refreshing nature of a non-lecture approach. The instructor feels the students learned how to begin approaching patients or physicians regarding issues related to constipation and diarrhea.

Changes to the Laboratory Component of the Human Disorders and Pharmacotherapeutics Course, Cathy Y. Poon

The following changes were made:

1. Student evaluation: The concept of "grading" was changed to "assessment of skills or competency."
2. Professionalism: Students are assessed for their level of professionalism weekly.
3. Comprehensive schedule: A schedule of activities was developed for the entire year, coordinating the time various major topics are taught in lecture and the various skills that best fit the topics.
4. Student feedback: Whenever possible, immediate feedback of the students' performance is employed.

The feedback from the laboratory instructors has been very positive because the activities are realistic and practical. Sixth year students who are participating as part of a teaching rotation find the activities to be helpful in preparing the students for clinical clerkship. The currently enrolled students have liked the changes. They find the repetition of activities and skills to be helpful and reassuring.

Views of the Cosmos Course, Roy R. Robson and Paul Halpern

This course helps students to understand cosmological theories developed by religious traditions and by scientific inquiry. Views of the Cosmos helped students to search for models of the universe by exploring religious and scientific cosmologies, including non-traditional religious perspectives and alternative scientific theories. Likewise, it helps students to explore the relationships among belief, science, and myth. Since this was a course built around the idea of exploration, a number of different teaching strategies were used. The class discussions were based on students' reactions to a primary-source reader (which they also explored through a journal). Students took trips to museums. Group projects gave the students the opportunity to investigate one segment of the class in greater depth. Each of these projects showed the depth to which our students have thought about the concepts from class.

Students developed a language of cosmology. The students developed a sort of intellectual humility and were awed by the vast possibilities of cosmological interpretation, not to mention the links among those many ideas.

Various Techniques to improve the Bio-statistics Course, Durai Sabapathi

The innovative teaching techniques incorporated into this courses include:

- i) using mid-semester evaluation forms in order to assess students' academic interests and improve the effectiveness of teaching style during the remaining weeks of the semester.
- ii) showing bi-weekly video presentations about various real-life applications of statistics
- iii) discussing pharmacy related journal articles involving statistical analyses and discussions for utilization in future semesters; and,
- iv) usage of information technology, computer literacy, and TI-83 calculator into the courses.

The use of mid-semester evaluations has been a most useful technique. A primary goal of teaching mathematics and biostatistics is for the students to gain conceptual understanding and critical thinking. The use of these techniques has helped the courses reach these goals. The submission describes the feedback received and what changes have been made to the course as a result of the mid-point information.

Collaborative Course Assignments Promote Integration of Course Information and Facilitate Student Learning and Reflection, Susan Santalucia, Pamalyn J. Kearney, Suzanne M. Trump

Three course instructors in the OT department collaborated to develop integrated course assignments in three required courses for the 4th year OT therapy students. The goals of these assignments were to facilitate the integration of material learned in three courses, build skills of cooperation, collaboration and self-reflection and to gain experience with group process. Students need all of these skills to succeed in the upcoming clinical fieldwork rotations and as professionals. For two of the courses the students, in small groups, completed a case study assignment that required students to integrate treatment planning and techniques with clinical reasoning. For the third course, the students wrote an individual paper explaining and reflecting on the group's process.

The integrated assignments facilitated the integration of material and provided a real group process for the students to analyze. Several students reported that they spent more time on the final assignment.

The authors suggest that colleagues who want to try new instructional strategies to include a format to gather student feedback on both the new strategy and the students' personal reflections on their learning experience.

Use of Interaction Analysis to Evaluate the Effectiveness of Active Teaching Strategies, Susan Wainwright

Interaction Analysis is a method of quantifying the nature of verbal interaction. Interaction Analysis provided this instructor the structure and framework necessary to perform self-assessment and a way to establish goals and document the progress toward better teaching. First the instructor used Interaction Analysis to establish baselines and set performance goals for verbal communication. Over time, the classroom interactions approximated her goals for the amount of teacher and student talk. Next she reflected upon the type of interactions, in addition to the amount of teacher talk. Reflecting upon these outcomes directed her to refine the type of interaction that she was trying to achieve her students

Through this data analysis, the instructor assessed the effectiveness in employing different teaching strategies to facilitate active learning:

1. the use of patient cases using both small and large group discussion formats
2. student's initiated and sustained discussion was achieved with the use of patient cases.
3. she was able to effectively exert indirect, rather than direct, influence on the classroom interactions.

2001 OWL Award Nominations

The Question of the Day, Kevin C. Wolbach

For the first five minutes of class, the students individually work on a question from the previous lecture, provided by the instructor. Next the students passed their paper to one of their neighbors and their neighbor graded the paper for accuracy and completeness. Finally the instructor explained the answer he was expecting. These 25-30 assessments during the semester were not graded, nor recorded by the instructor. Exam questions are similar to the types of questions asked in the question of the day. After the first exam, students take these exercises more seriously, and pay attention more to lecture.

This exercise has been very successful with first semester, first year students. This assessment helped students learn to discriminate relevant from irrelevant information, and learn the expectations of the instructor for the course. As both students recorded their names on the paper, is served as a vehicle to help the students get to know each other. In the past, this technique was only used during first semester, but at the request from students, it was continued this year.

The Five (5) Point Coupon Certificate, Murray Zanger

Periodically throughout the course, class ends with a challenging problem for the students to solve. Completion of the assignment is optional. Students are required to use one of several chemical structure drawing computer programs. Solutions must be sent electronically to the instructor with the scientific, graphically oriented document as an attachment prior to the next class. The students attempt to answer a fairly difficult problem, shortly after it was taught and this aids greatly in an early understanding of the material. Students who successfully solve the problem receive a 5-point coupon applicable to any exam taken during the semester. While the use of the challenging problems has been in operation for a while, with limited participation of the students, the addition of the 5-point coupon raised participation.

The 5-point coupon as an added incentive has facilitated the students learning the material earlier on and at a higher level. The students also seem to enjoy the competition and the game-like aspect of the program

OVERVIEW OF PREVIOUS T4 TABLETALK: TEACHING AND TECHNOLOGY

December 2000 - January 2001

Instructional uses of the new video conferencing equipment

Jacqui Smith, and Colleagues at CAPE

- We presently have the capacity to broadcast or receive video conferencing involving ≥ 2 separate locations at once.
- Videoconference classes need more planning and organizing than regular classes
- It is important to have a back-up plan in case the technology is not working
- The technology itself is very easy to use and assistance is usually available during the regular workweek.
- Very important to keep students at distance sites involved and active
- The document camera portrays 3 dimensional objects or movement very well and the broadcast is good
- Slide presentations work well with yellow print and a blue background, pastels work well for background
- If you will be using a graphic, enlarge it to 36 font size before putting it on the document camera

January - February 2001

Instructional possibilities for the new multi-media work station

Jacqui Smith, Al For, Nicole Duncan-Kinard, Bill Horton

Current capabilities of the Learning Resources multi-media WorkStation include:

- Can burn data onto a CD
- Can scan about 50 pages in 1 minute (original can be in many different forms)
 - Scans into PRF so it can be uploaded into Eres, into Dobie
 - Nicole available to train people, has made a how-to handout
- Can scan in pictures, change features of pictures
- Can put in sound
- Can edit digit or scanned pictures
- Can convert slides to computer presentation, and reverse
- Can put pictures on Website

February - March 2001

Promoting on-line information literacy within majors

Mignon Adams, Leslie Ann Bowman, Lili Fox Velez

- On-line literacy includes the ability to locate, use and evaluate on-line information
- While students learn the basics of these skills in required courses, greater reinforcement is needed in other courses, particularly courses in the majors
- Students often have difficulty with contradictions in the literature, they tend not to report on contradictions
- Students have difficulty distinguishing between objective and subjective interpretations
- If contextual information is lacking, students have difficulty understanding what they are reading
- Formulating an appropriate search (yielding the desired information and only what is needed) using correct words is a skill that needs practice
- Faculty might need to model an appropriate search within a specific discipline

March – April 2001

Using digital and scanned images in teaching

Roger Ideishi, Joan Tarloff

- Scanned images take up a huge amount of space
- The higher the resolution of the images, the more space the image takes up
- To save space can imbed link to Website. This can be risky is the server is down
- Can download images from the Internet, including famous art work, detailed medical slides of parts of the body, slides from microscope, etc.
- If one gives the source on the bottom of the image, one is not violating copyright laws
- With permission can download pictures from a textbook
- Can put pictures shown in class on ERes for students to use in their studying
- Uploading pictures to ERes is time consuming
- Simple drawings often show better and take up less space
- Scanned images can show sequential progression nicely

OVERVIEW OF PREVIOUS T5 TABLETALK TEACHING TIPS AND TECHNIQUES

January 2001

Using Concept Mapping as a content integrating technique

Shanaz Tejani-Butt

- Place central concept or disease in center of map, name all of the supporting concepts or disciplines in circles around the main concept
- Students on their own or in class work on filling in all details on the supporting concepts
- Useful strategy in helping people organize knowledge about a subject
- Developing a concept map should help students to acquire deep learning about the subject

Helps to show students why prerequisite course are important

- Encourages students to learn how to learn about a concept, disease, etc.
- Constructing a concept map helps students to reflect on their learning
- Currently the way we teach does not support concept integration

February 2001

A 1st year experience as a way to improve student success

Melanie Rago, John Moore

- Concept of 1st year experience courses has been around for about 30 years, majority of the colleges have them
- In many colleges, this is a 3 credit, graded course
- Section size needs to be small, optimal size needs to be <30
- In an active learning format, teach students how to organize their lives, study and success skills
- Each assignment meets several objectives – learning content, process and learning how to learn
- Students learn how to learn, make presentations, work in groups
- Students who participate in 1st year experiences have higher grades, have higher retention rates, feel better about their college experience, use University services more often, more appropriately
- Will be piloted with 1 section of Pharmacy Dean's Seminar in Fall, 2001

March 2001

Assessing English competency with non-native English speakers

Miriam Diaz-Gilbert

- High scores on English proficiency exams for non-native speakers does not mean they are prepared for academic work
- Immigrant students often have different language learning experiences than International students
- Students coming from different cultures have different types of English skills – e.g., some can read but not speak well,
- Recommendations include:
 - All students for whom English is not their first or best language should be required to take an English proficiency exam
- Students who lack English proficiency may need extra intensive English instruction
 - May be advised to only take intensive English courses or part time academic work
 - Students with low reading comprehension should be advised to take a reduced load
 - Important to assess students for listening and reading comprehension, ability to speak, in addition to knowledge of vocabulary and grammar
 - Students without English proficiency might be accepted provisionally and allow them opportunities to become proficient

Overview of Special Workshop for all faculty - Designing Courses that promote significant learning
Guest speaker Dr. L. Dee Fink from the University of Oklahoma

If professors want to create courses in which students have “significant learning experiences,” they need to design that quality into their courses. How do they do that?

By following well-established principles of the instructional design process, as laid out below.

I. Give careful consideration to a variety of SITUATIONAL FACTORS

- What is the special instructional challenge of this particular course?
- What expectations are placed on the course by others, e.g., the students, the department, the institution, the profession, society at large?
- How does this course fit into the larger curricular context?

II. Use the “BACKWARD DESIGN” Process

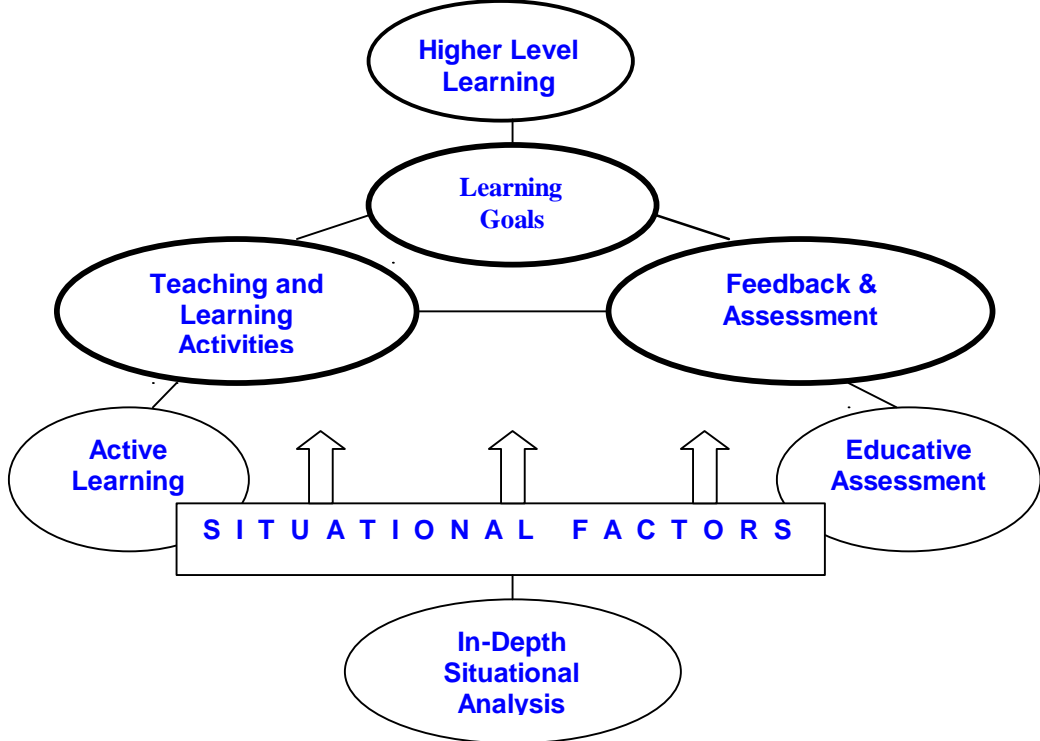
This process starts at the “end” of the learning process and works “back” toward the beginning. Use information about the Situational Factors (above), as you make the following key decisions.

- A. Learning Goals:** What do you want students to have learned by the end of the course that will still be with them several years later?
 - Think expansively, beyond “understand and remember” kinds of learning.
 - Suggestion: Use the taxonomy of “Higher Level Learning” as a framework.
- B. Feedback & Assessment Procedures:** What would the students have to do, to convince you that they had learned what you wanted them to learn (as identified in Step “A” above)?
 - Think about what you can do that will help students learn, as well as give you a basis for issuing a course grade.
 - Suggestion: Consider ideas of “Educative Assessment.”
- C. Teaching/Learning Activities:** What would have to happen during the course, for the students to do well on the Feedback & Assessment activities?
 - Think creatively for ways of involving students that will support your more expansive learning goals.
 - Suggestion: Use “Active Learning” activities, especially those related to:
 - “**Rich Learning Experiences**”: experiences in which students learn several things simultaneously
 - “**In-depth Reflective Dialogue**”: opportunities for students to think and reflect on what they are learning, how they are learning, and the significance of what they are learning.
 - Suggestion: Assemble these activities into an effective instructional strategy, i.e., an “interdependent sequence” of learning activities.

III. Make sure that the Key Components are all INTEGRATED

- Check to ensure that the key components (described above) are all consistent with and support each other.
A model for integrated course design that promotes significant learning experiences.

Criteria for Determining a “Good” Course Design



**The Document of Innovations in Teaching and Learning
at the University of the Sciences**

The Teaching and Learning Center of USP will continue to produce an annual document of educational innovations within the university. The aim of these innovations is to improve teaching and learning within our educational programs. The Teaching and Learning Center Advisory Committee endorsed the establishment of "The Innovations in Teaching and Learning at the University of the Sciences in Philadelphia." This document is disseminated throughout the campus to give increased recognition to individual faculty who strive to improve their teaching as well as to others who assist students to learn more. Hopefully, the document will help faculty in collaborating on new ideas and will inspire others to try new methods to improve their teaching and learning. All faculty, including full time, part time or adjunct, graduate student instructors, and staff who do formal

or informal teaching or supervising clinical experiences are eligible to submit a description of their innovation. Each innovation will be summarized in a one- two page standard abstract form (below and available electronically).

More space should be used to describe aspects of the activity than shown on the form, these are specifications on what to include. The total abstract should fit on one – two pieces of letter sized paper.

Use 12 font size and a standard easy to read font.

Faculty who submitted a nomination for the OWL award should modify their submission to confirm to the standard abstract form.

Faculty who received Teaching and Learning Center grants will be encouraged to describe the innovation they implemented as a result of the grant.

Deadline for submission is May 18, 2001

**Innovations in Teaching and Learning at the University of the Sciences in Philadelphia 2000 -2001
Submission form
Description of Innovation**

Title of innovation _____

Name of innovator _____

Telephone number _____ email address _____

Department _____ Type of students _____

Course or activity where implemented _____

Describe goals of innovative educational activity

Describe the innovation and its implementation

Reflect on what's working and why it is working

Describe student reaction to the innovation

Will innovation be sustained within the course? Yes___ No___

Will you implement this innovation in other courses? Yes___ No___

Describe

What recommendations would you make to others adopting this innovation?

Other comments

TALKING ABOUT TEACHING DAY, MAY 8TH 2001

REGISTRATION FORM

In the spaces provided, please mark your choices with a number in order of preferences with 1 being your top choice. We will try to accommodate you for each session but due to limited space this may not be possible. Register early as workshops and roundtable sessions are reserved on a first come first serve basis.

Please send your registrations to the Teaching and Learning Center, Box #68, or e-mail m.raffer@usip.edu

Name of Registrant (please print) _____

Department: _____ Box #: _____

e-mail: _____

Workshops

9:00 - 10:30 A.M.

How to incorporate meaningful assessment methods into the classroom
Eric Boyce _____

Why and how to do student peer assessments
Peter Miller _____

Using active learning techniques in classes of any size
Phyllis Blumberg _____

How to engage students in reflection to increase learning
Barbara Hogan _____

10:30 - 10:45 A.M. Break 10:45 - 12:15A.M.

Getting grants to assist with Service-Learning
Jamie Birges, PA. Campus Compact
Hilary Aisenstein, PHENND _____

How to evaluate students on professional skills
Annette Iglarsh _____

Increasing our abilities to work with our diverse student population
Miriam Diaz-Gilbert _____

Using Competency-based assessments
Lois Peck Margaret Reinhart
Susan Wainwright _____

Intellectual Heritage:
What is it? Who teaches it? Why take it?
Anne Marie Flanagan, Paul Halpern,
Peter Hoffer _____

Roundtable Discussions

1:30 - 2:30 P.M.

Teaching without textbooks, Amy Kimchuk, Anthony Monteiro _____

Assessing the learning in Service-learning
Roger Ideishi _____

Are our faculty good advisers?
Catherine Bentley, Robert Morgan _____

Teaching strategies for immature students,
Lois Peck _____

How can we implement what was learned from the workshop by Dr. Fink on designing courses to increase student learning?
Phyllis Blumberg _____

2:30 - 2:45 pm Break 2:45 - 3:45 P.M.

What do learning style inventories tell us about our students?
Lisa Davis, Gina Collier _____

Is the early grade reporting system working?
Suzanne Trump _____

How do non-Western cultures impact on our teaching and learning at USP?
Shanaz Tejani-Butt, Linda Stanley _____

How can we encourage greater professionalism among our students?
Joan Anderson, Suzanne Murphy _____

Will all these interdisciplinary efforts lead to real changes?
Liza Takiya, Kevin Wolbach _____

Luncheon and Receptions

Luncheon 12:30 - 1:30 P.M.

Yes, I will attend the Luncheon _____
And have the following dietary Limitations:

No, unfortunately I am unable to attend luncheon. _____

Reception

**Honoring Educational Innovators,
Patricia Leahy InnQvations With
Learning, OWL Nominees
Poster Session and Educational
Research Fair
4:00 - 5:30 P.M.**

Technology Days May 9 - 10 2001

Registration Form

Name of Registrant (please print) _____

Department: _____ Box #: _____ e-mail: _____

Indicate which sessions you will be attending

Wednesday, May 9th

10 - 11:30 A.M.

Assessing the Impact of Technology and Learning—Keynote Speaker, Kyle Peck, Penn State
Rosenberger 102 _____

11:30-12:30 P.M.

Smart Board Demonstration
Jacquie Smith and Bill Horton
Rosenberger 102 _____

Setting Up an Excel Grade Book Demonstration—Amy Kimchuk
Griffith 208N _____

12:30-1:30 P.M.

Implementing the Assessment of Technology at USP Discussion—Eric Boyce, Phyllis Blumberg, and others
Griffith 110A _____

1:30-3:00 P.M.

Creating a Faculty Home Page on the Web Hands-on Workshop—Amy Christopher
Griffith 208N _____

Using New Graphical Equipment in the LRC Demonstration—Jacquie Smith and Friends
Learning Resource Center _____

Thursday, May 10th

10 - 11:30 A.M.

Sharing Experiences in Distance Education – Jennifer Connors, OT Faculty, et.al.
Rosenberger 102 _____

Using the Graphic Calculator—Amy Kimchuk
Rosenberger 102 _____

11:30-12:30 P.M.

ERes or Course Home Page? Discussion. Amy Christopher and Nicole Duncan-Kinard
Rosenberger 101 _____

Palm Pilot—sales rep (tentative)
Rosenberger 102 _____

12:30-1:30 P.M.

Impact of the Administrative Upgrade on Teaching—Discussion—Pat Lepore, et.al.
Griffith 110A _____

1:30-3:00 P.M.

Using ERes Workshop—Nicole Duncan-Kinard, Amy Christopher
Wilson Computer Lab _____

Using Front Page to Create a Course Web Page—Amy Christopher
Griffith 208N _____

Please return to the Teaching and Learning Center, Box 68, m.raffer@usip.edu.