

Learning Through Discovery:

*The Power of Inquiry
in the Construction of Knowledge*

PROGRAM

*Sponsored by
The Collaboration for the Advancement
of College Teaching & Learning*

**NOVEMBER 19-20, 2004
SHERATON BLOOMINGTON HOTEL
Bloomington, Minnesota**

PROFESSIONAL *Development Conference*



PRECONFERENCE SESSION

Friday, 8:00-10:30 a.m. — Separate registration required.

A
CONNECTING TO CAPACITY:
Accessing the Learning
Power of the Brain

*Michael Dickmann, Professor, Educational Leadership and Doctoral Studies
Cardinal Stritch University*

This "how to" workshop will bridge research about brain capacity for learning to the organization of compatible learning experiences. Participants will actively connect emerging knowledge about the physiological, social, emotional, constructive, reflective, and dispositional nature of the brain to a wide range of practices that nurture learning in individuals and groups. Educators across all fields and positions will deepen their understanding about the nature and nurture of learning -- and add to their repertoire of tools for effectively connecting to the powerful learning capacity of the brain.

PLAZA 1

B
DISCOVER THE POWER OF
TEAM-BASED LEARNING

*Jackie Hays, Instructor, Reading and Study Skills
Michele Neaton, Active Learning Advocate, Center for Teaching & Learning
Pakou Vang, Instructor, Department of Speech Communication
Century College*

PLAZA 2

Many faculty use small group learning - some with great success. Prominent educators endorse small group learning as an effective pedagogical technique, yet many faculty hear complaints from students about group learning. How can instructors overcome that negativity and harness the potential of groups to help students learn more effectively? What turns a small group into a team? How can teams be used to transform teaching and learning in college classrooms? This session will introduce the strategy of team-based learning developed by Michaelsen, Knight, and Fink in their book, "Team-Based Learning: A Transformative Use of Small Groups." In this highly interactive session, participants will learn the difference between small-group learning and team-based learning, try out several aspects of team-based learning, and formulate a plan to integrate it into a course.

C
TEACHER WAYS OF KNOWING

*Kristi Pearce, Professor, Department of Education
Black Hills State University*

PLAZA 5

Have you wondered how to use action research methods to promote the scholarship of teaching and learning (SOTL)? This session provides a framework to systematically structure reflective practice to improve instruction. Through structured storytelling, participants will articulate a SOTL question to answer using action research. In addition, learning activities will engage participants in experiencing data collection methods including participant observation, classroom assessment techniques, and review of student work. Participants will leave the session with a complete action research brief ready to begin their journey to become a scholar of teaching and learning!

D
USING THE ARTS TO TEACH
THE WHOLE STUDENT:
Head, Heart, and Hands

*Karen Cassedy, 4th-Year Student, English Major
Robin Good, Assistant Professor, Department of Education
Shepherd College*

PLAZA 6

The arts can be a powerful pedagogical vehicle for the development and growth of students' whole personhood: their head, heart, and hands. Learn how to infuse the arts within any discipline so as to promote deeper inquiry and understanding, higher order thinking skills, inquisitiveness, imagination and creativity, humaneness of heart, and multiple intelligences. Listen to three pre-service secondary education teachers -- from the disciplines of Math, Social Studies, and English -- as each describes a lesson she created and taught that was art-integrated. Ask questions of the presenters as they explain the impact their lesson had on their students' head, heart, and hands. Leave the workshop with four lessons you have created for your classroom that utilize the specific pedagogies discussed in this session.

OPENING SESSION

Friday, 10:45 a.m. - 12:00 p.m.

WELCOME AND INTRODUCTION

Lesley K. Cafarelli, President and Chief Executive Officer, The Collaboration
Michele Neaton, Active Learning Advocate, Center for Teaching & Learning
Century College

KEYNOTE ADDRESS

Michael Dickmann, Professor, Educational Leadership and Doctoral Studies
Cardinal Stritch University

GROWING CAPACITY FOR CHALLENGE AND CHANGE

GRAND BALLROOM CENTER

We cannot anticipate a future other than one that is replete with challenge and change. This circumstance presses us to continue to grow in our capacity for acquiring and applying knowledge. Accordingly -- given the intimidating challenges of the present as well as those on the horizon or beyond our anticipation -- we are well advised to pay attention to breakthrough knowledge about the human brain and the intelligence it enables. Emerging revelations about the nature of intelligence provide important insight about how one might best nurture such capacity in individuals and groups. This is an extraordinary opportunity to align teaching and learning practices more effectively with learning capacity. Nevertheless, this opportunity will be realized only to the degree that we proactively engage it.

Michael Dickmann, presently conducts research and teaches in the department of Leadership Studies and the Leadership Center at Cardinal Stritch University. He is also an international consultant to education, business, and service organizations on matters of leadership, learning, and organizational planning and development. In that capacity, Dr. Dickmann has provided presentations and conducted workshops for hundreds of organizations across the United States, Canada, Europe, Asia, Africa, and the Middle East.

Prior to joining the Faculty of Cardinal Stritch University in 1992, Michael Dickmann contributed to the success of K-12 educational systems for 23 years as a teacher, coach, principal, director of instruction, and district administrator. During that time, he served as an educational leader in two school systems that received national recognition for academic excellence.

His most recently published works include: Leading With the Brain in Mind: 101 Brain-Compatible Practices for Leaders (2004) and Connecting Leadership to the Brain (2001).

NOTE

Please be considerate of your colleagues during plenary and concurrent sessions.
Either turn cell phones off or set them to 'no ring.'

LUNCH

12:00-1:00 P.M.

GARDEN COURT

SCIENCE MUSEUM OF MINNESOTA PRESENTATION

Friday, 1:15-2:00 p.m.

EXPLAIN YOUR BRAIN

GRAND BALLROOM CENTER

Carrie MacNabb, Department of Neuroscience
University of Minnesota-Twin Cities

Larry Thomas, Vice President of Education
Science Museum of Minnesota

Interested in the brain, how it works, and how neuroscience is unlocking some of the secrets of this organ of learning and memory? Experts from the Science Museum of Minnesota's Education Department and the University of Minnesota's Neuroscience Department present "Explain Your Brain," an interactive seminar on brain anatomy and function. Explore how the 100 billion neurons that make up our brains perceive the world around us. Learn interesting facts about the brain. Experience and discuss how interactive methods such as visual and auditory illusions and touch and balance demonstrations can be used to stimulate students' thinking about their brains and learning.



CONCURRENT SESSION 1

Friday, 2:15 - 3:30 p.m.

1A
CREATING A CLIMATE
SUPPORTIVE OF STUDENT
MOTIVATION AND LEARNING
(PART 1)

*Kathryn Penrod, Professor, Department of Teacher Education
South Dakota State University*

*Marcy Reisetter, Assistant Professor, Department of Counseling and Psychology Education
University of South Dakota*

If motivation is addressed as a state, rather than an internalized trait, it can be modified by thoughtful, focused approaches to teaching and learning. "Expectancy x Value Theory" states that students are likely to be motivated if they perceive that they have a reasonable chance for success and if they value the task. Research has consistently demonstrated that particular course design and instructional decisions have impacts on learners' assessments of their expectations for success and value for the task. Participants in this session will learn about this approach to motivation and the relevant research approaches that support it. They will apply the ideas to classroom decisions, and consider alternatives to intervene with a less motivated learner.

PLAZA 1

1B
STUDENT SELF-ASSESSMENT:
Making Room for Ideas,
Learning, and Lifelong
Inquiry Practices
(PART 1)

*Ilene Alexander, Program Director, Center for Teaching and Learning
Katherine Hirsh, Educational Leadership Consultant
University of Minnesota-Twin Cities*

Why ask students to self-assess? Self-assessment helps to engage students as partners in the learning process. Self-assessment "reveals" the process of learning for the benefit of learners themselves, as well as for teachers and peers. Self-assessment connects the skills of reflection, analysis, synthesis and evaluation in ways meaningful to lifelong learning. By engaging students in thinking about thinking, we help activate students' intrinsic motivations -- linking learning and life, sparking integration and synthesis as ideas shift and refigure. Discussion during the first part of this two-part session will focus on exploration of strategies for inviting and incorporating students' goals and objectives into the learning process; participants will review and analyze six student self-assessment tools. Across both sessions, we will address ways of establishing connections between self-assessment and the grading process.

PLAZA 2

1C
CRAFTING QUESTIONS THAT
CHALLENGE PEOPLE TO THINK

*Velma Lashbrook, Consultant, Center for Teaching and Learning, and Faculty in Leadership Studies
Augsburg College*

Higher Education, at its best, teaches people how to think, not what to think. It stimulates intellectual curiosity and develops students' abilities to express and assess beliefs about important issues. In the tradition of Socrates' examined life, questions that challenge students to engage in arguments about important life issues represent one of the best ways to develop critical thinking skills. This session explores the process of crafting powerful questions that stimulate thinking and meaningful dialogue in the classroom or online. Criteria for assessing responses to powerful questions will be provided and discussed. The effect of feedback on stimulating or stifling deeper thinking will be considered. Participants will be challenged and equipped to draft powerful questions that apply to their own disciplines.

PLAZA 6

1D
INQUIRY AND THE SELF:
Growing Knowledge in
Students' Own Backyards

*Deborah Engelen-Eigles, Professor, Department of Sociology
Century College*

Tapping into "who our students are" as individuals offers powerful tools for engaging students in inquiry at multiple levels. This session will explore why the "Self," through which each individual encounters the larger world, is a fitting, even crucial, place to begin inquiry. Discussion will address the fit between course objectives and opportunities -- large and small -- for students to integrate and apply knowledge, building on experiences they bring to the classroom. Guidelines and sample assignments from a sociology classroom form the basis for an exploration of how participants can apply these ideas in their own disciplines to engage students in learning.

PLAZA 4

CONCURRENT SESSION 1, cont'd

Friday, 2:15 - 3:30 p.m.

1E PLAY UP DIVERSITY LEARNING THROUGH PLAYWRIGHT EXPLORATION

*Martine Harvey, Assistant Professor, Department of Speech Communication
Minnesota State University, Mankato*

This experiential session will explore diversity through the works of three playwrights. It will also model teaching and learning strategies founded in these principles:

ATRIUM 7

- Learning is fundamentally social
- Cracking the whip stifles learning
- Learning needs an environment that supports it
- Learning crosses hierarchical bounds
- Self-directed learning fuels the fire
- Learning by doing is more powerful than memorizing

After a brief introductory presentation, participants will experience learning about stereotypes and prejudices through rewriting lines from a play. By reframing dramatic dialogue to address stereotypes and prejudice, attendees will create a new scene of their own making. Participants will debrief this experiential learning activity by considering levels of engagement and take away teaching strategies.

1F PROBLEM-BASED LEARNING USING GEOSPATIAL TECHNOLOGY

*Cheryl Medearis, Instructor, Department of Elementary Education
Peggy Tilgner, Professor, Department of Education/Arts & Sciences
Sinte Gleska University*

This interactive session will illustrate how to use geospatial reasoning tools in a culturally relevant problem-based learning situation to facilitate the decision-making skills of students, faculty members, and tribal leaders. Participants will engage in a problem-solving activity that will involve the use of geospatial technology tools available on the market. This model is currently being used in a variety of learning experiences at Sinte Gleska University.

PLAZA 3

1G USING COMMUNITY-BASED RESEARCH AND CASE STUDIES TO DEEPEN STUDENTS' INQUIRY

*Jacqueline Geier, Director of Programs
Phil Sandro, Director, Metro Urban Studies Term Program
Higher Education Consortium for Urban Affairs*

For over 30 years, the Higher Education Consortium for Urban Affairs (HECUA) has been providing semester immersion programs that integrate theory and action and help students become agents of social change. This session will focus on two of HECUA's programs in the Twin Cities: the Metro Urban Studies Term (MUST) and Environmental Sustainability: Science, Public Policy, and Community Action. Students and their instructors will present their experiences of developing lines of inquiry, linking that inquiry with theory, and working with community practitioners to explore a research project or case study of importance to a community. The session can provide useful insights for those with an interest in service, problem-based learning, and civic engagement.

PLAZA 5

BREAK

3:30 - 3:45 P.M.

PLAZA MALL

CONCURRENT SESSION 2

Friday, 3:45 - 5:00 p.m.

2A CREATING A CLIMATE SUPPORTIVE OF STUDENT MOTIVATION AND LEARNING (PART 2)

*Kathryn Penrod, Professor, Department of Teacher Education
South Dakota State University*

*Marcy Reisetter, Assistant Professor, Department of Counseling and Psychology Education
University of South Dakota*

If motivation is addressed as a state, rather than an internalized trait, it can be modified by thoughtful, focused approaches to teaching and learning. "Expectancy x Value Theory" states that students are likely to be motivated if they perceive that they have a reasonable chance for success and if they value the task. Research has consistently demonstrated that particular course design and instructional decisions have impacts on learners' assessments of their expectations for success and value for the task. Participants in this session will learn about this approach to motivation and the relevant research approaches that support it. They will apply the ideas to classroom decisions, and consider alternatives to intervene with a less motivated learner.

PLAZA 1

2B STUDENT SELF-ASSESSMENT: Making Room for Ideas, Learning, and Lifelong Inquiry Practices (PART 2)

*Ilene Alexander, Program Director, Center for Teaching and Learning
Katherine Hirsh, Educational Leadership Consultant
University of Minnesota-Twin Cities*

Why ask students to self-assess? Self-assessment helps to engage students as partners in the learning process. Self-assessment "reveals" the process of learning for the benefit of learners themselves, as well as for teachers and peers. Self-assessment connects the skills of reflection, analysis, synthesis and evaluation in ways meaningful to lifelong learning. By engaging students in thinking about thinking, we help activate students' intrinsic motivations -- linking learning and life, sparking integration and synthesis as ideas shift and refigure. Discussion during the second part of this two-part session will focus on developing self-assessment tools as part of new and established courses. Across both sessions, we will address ways of establishing connections between self-assessment and the grading process.

PLAZA 2

2C DEEPENING STUDENT LEARNING THROUGH INQUIRY- BASED INSTRUCTION AND FACULTY COLLABORATION

*Perry Cook, Associate Professor, Department of Science Education
Paula DeHart, Associate Professor, Department of Social Studies Education
JoAnne Katzmarek, Assistant Professor, Department of Language Arts Education
Erlinda Reyes, Professor, Department of Reading Education
University of Wisconsin-Stevens Point*

Faculty in higher education departments often view their course content as separate from their colleagues and may feel isolated in their teaching as a result. This session will feature a successful multidisciplinary teacher education program and describe how its faculty minimize isolation while strengthening cross-disciplinary learning through collaboration. Session presenters will describe the structure of their program, the process they undertook to increase collaboration, and the specific interdisciplinary projects they developed to help students construct knowledge through inquiry-based learning. Time will be provided for participants to develop a plan for collaboration at their own institutions and to discuss how they might adopt teaching strategies shared in the session in their own courses or programs.

PLAZA 6

2D DISCOVERY THROUGH CONTENT-BASED PROJECTS: Engaging the Passive Student

*Jeffrey Meyer, Assistant Professor, Department of Music
Concordia College-Moorhead*

A challenging aspect of teaching is engaging the passive student and stimulating more active and creative means of discovery. This session describes the use of projects designed to encourage deeper inquiry into the course content through diverse and artistically-based means and to provide emphasis to key concepts in the construction of knowledge. It also explores the rationale governing such work and its incorporation within the course's structure. Students and a professor will first describe projects from an early music history course and illustrate how such projects have aided student inquiry. Then, session attendees will participate in a similar project, assess how learning was enhanced through their work, and begin to think about applications for their own classrooms.

PLAZA 3

CONCURRENT SESSION 2, cont'd

Friday, 3:45 - 5:00 p.m.

2E THE MULTIDISCIPLINARY USES OF COMMUNITY RESEARCH FOR TEACHING: Obstacles and Opportunities

Deborah Carter, Associate Professor and Chair, Department of Social Sciences
Linette Fox, Associate Professor and Chair, Department of Business and Economics
Linisha McGee, 4th-Year Student, Criminology Major
Thomas Priest, Associate Professor, Department of Social Sciences
Minhaj Sanusi, 4th-Year Student, Criminology Major
Johnson C. Smith University

PLAZA 5

At Johnson C. Smith, community research (research conducted on behalf of community-based organizations) is used for teaching in a variety of disciplines. Business majors conduct research to develop marketing plans; sociology majors gather needs assessment data and chemistry students test water for contaminants. This pedagogy has proven to be valuable since students learn the research skills necessary for writing the university-required Senior Investigative Paper while also contributing to community improvement. In this interactive session a team of instructors and students will share their experiences, identifying potential obstacles and tips for success. Recommendations will be made regarding administrative infrastructure, community connections, and new teaching strategies. Participants will be guided to explore the opportunities and challenges of incorporating community research on their campuses.

2F STUDENTS TEACHING STUDENTS: New Experiences in Hybrid Online Learning

Paul Baepler, Instructional Consultant, Center for Teaching & Learning Services
Bill Rozaitis, Associate Education Specialist
University of Minnesota-Twin Cities

The hybrid model -- a blend of face-to-face and online instruction -- has demonstrated advantages over strictly online instruction and some face-to-face models. This session recounts, through video and course artifacts, a hybrid online course at the University of Minnesota, with a twist. To encourage and model student-centered learning, student-led teams cooperatively taught week-long sessions. Participants selected innovative active learning strategies to co-facilitate each of the courses' main foci. Students developed consensus on how best to run the class through synchronous and asynchronous discussions -- building a learning community and sharpening the essential skills to teach in a variety of online environments. In this session participants will become familiar with related research and best practices. They will also experience a simulated hybrid online learning format.

ATRIUM 7

2G TOOLS FOR ACTIVE ENGAGEMENT IN LEARNING

Debra Adrian Heiss, Assistant Professor, Department of Special Education
Michele Flasch Ziegler, Assistant Professor, Department of Special Education
Cardinal Stritch University

PLAZA 4

We are challenged to keep learning and discovery exciting and new. Through active engagement we can promote students' construction of knowledge via their enhanced attention and interaction with critical content. Regardless of subject matter, the use of active learning tools and strategies promotes increased retention, supports improved understanding, and facilitates authentic application of content. Varied tools and strategies to involve and engage adult learners physically, emotionally, and mentally will be introduced, including ideas to support content organization (e.g., concept maps and graphic organizers), maintain learners' engagement (e.g. graffiti, movement) and facilitate content knowledge acquisition (e.g. group reviews, "Alphabet Soup"). Participants will share ideas and reflect upon new information through small group activities. Finally, participants will design an action plan to incorporate novel engagement strategies within their own classrooms and workshops.

RECEPTION

Friday, 5:00 - 6:00 p.m.

GARDEN COURT

You won't want to miss this year's reception. Unwind to a backdrop of jazz piano. Socialize with fellow conference participants over a scrumptious selection of appetizers or a glass of your favorite beverage from the cash bar. Visit the bookstore specially relocated to the Garden Court during the reception and get your copy of the featured speakers' books autographed by the authors themselves. Stay for the drawing and win a prize. This is a great opportunity to network in a relaxing setting. Come and enjoy.

Pianist Grant West of Walker West Music Academy will tickle the ivories with his jazz, classical, and contemporary music stylings. Walker West Music Academy is a nonprofit music school in St. Paul known for its artistic excellence in all styles of music ranging from classical to its particular specialties of gospel and jazz. This Minnesota treasure brings out the best in musicians of all ages, providing a unique opportunity for those opting to study music rooted in African-American traditions. Scholarships for neighborhood students in the Selby/Dale area are an important part of the Academy's mission. Grant West also serves as minister of music at Kwanzaa Presbyterian Church in Minneapolis.

BOOKSTORE

A conference bookstore, operated by the University of St. Thomas, will have texts related to the conference theme as well as other topics available for purchase during the conference. The bookstore accepts checks and major credit cards.

SATURDAY, NOVEMBER 20, 2004

FACULTY DEVELOPMENT COORDINATORS' SESSION

Saturday, 7:30 - 9:15 a.m. — Separate registration required.

This session is designed for directors and staff of faculty development programs and members of faculty development committees.

*Sudhir Mehta, Associate Vice President for Academics
North Dakota State University*

Join your colleagues for an informal discussion exploring opportunities to enhance faculty development activities through the process of inquiry and collaboration, and share concrete examples of what has worked on your campus. Learn about campus-wide efforts at NDSU in the areas of problem-based learning, learning communities, and wireless personal response systems, and discuss how similar programming could support your own faculty development goals.

**USING THE POWER OF
INQUIRY AND
COLLABORATION FOR
ENHANCING FACULTY
DEVELOPMENT**

PLAZA 1

CONTINENTAL BREAKFAST

7:30 - 9:30 A.M.

PLAZA MALL

CONCURRENT SESSION 3

Saturday, 8:00 - 9:15 a.m.

3A

EDUCATORS AS ADULT LEARNERS:

Experiencing Engagement (PART 1)

Roxanne Eubank, Faculty in the Doctoral Leadership Program

*Mary Louise Wise, Associate Program Director, Counseling and Psychological Services
Saint Mary's University of Minnesota*

Faculty, staff, and students in many academic programs are adults -- adult learners with complex lives. This session leads participants into reflective and interactive experiences that highlight diverse components of transformative lifelong learning. Participants will view a movie segment that frames an adult's paradigm shift and participate in experiences of mapping, reflection, constructing, imaging, and critical thinking. While this session is experiential, the methods and processes will provide dynamic approaches applicable in classroom teaching and in faculty and staff development.

PLAZA 6

3B

ENRON, NUCLEAR PHYSICS, AND THE EAGLE NEBULA:

How Inquiry Can Change Our Lives (PART 1)

John Barell, Professor Emeritus, Montclair State University

Consultant, The American Museum of Natural History

(Note: This two-part session will conclude at 10:00 a.m.)

How do we challenge students to become more actively involved in and assume more control of their own learning? How do we encourage them to pose meaningful questions and search for answers? This session engages participants in working with several inquiry strategies designed to create environments within which students want to raise good questions about important content concepts.

PLAZA 5

Participants will work with teacher modeling of the inquiry process (short- and long-term inquiry strategies such as Observe, Think, and Question; the KWHLAQ approach designed for longer-term curriculum projects; reflective journaling to elicit students' curiosities and confusions), as well as reflection on the importance of establishing a risk-free environment where students feel free and challenged to pose meaningful questions.

3C

BEYOND BUSYWORK: Integrating Creative Inquiry in the Classroom

Melinda Hobbs, Student, Art and Social Change Major, University of Minnesota

Shanai Matteson, Student, Cultural Studies and Comparative Literature Major, University of Minnesota

Christa Olson, Assistant Instructor, City Arts Program, Higher Education Consortium for Urban Affairs

This session will explore the unique ways that students in the Higher Education Consortium for Urban Affairs' City Arts Program access and build knowledge through creative production. A city arts instructor and students will share their experiences integrating creative and traditional academic work in the City Arts classroom. In addition the session will feature a hands-on component to demonstrate one strategy for creative/critical integration. Journaling has become an increasingly popular form of individual student inquiry. The session will introduce a new approach to journaling that goes beyond the interaction of words on paper. Session participants will craft a simple handmade book that can be used to enhance the student journaling experience. "Take away" instructions for book making will be provided.

PLAZA 2

3D

USE OF THE KREBER-CRANTON MODEL OF THE SCHOLARSHIP OF TEACHING

Valerie Edwards Robeson, Assistant Professor of Social Sciences

Saint Mary's University of Minnesota

A dearth of recognized, systematic approaches impedes institutional progress toward the practice and evaluation of scholarship as advocated by Boyer (1990). In this session, participants will explore and apply the Kreber and Cranton (2000) model of the scholarship of teaching. Individually, and in small and large group activities, participants will design inquiry plans for their own practice of the scholarship of teaching, and consider those plans in light of institutional tenure and advancement practices.

PLAZA 3

CONCURRENT SESSION 3, cont'd

Saturday, 8:00 - 9:15 a.m.

3E
CSI - SIOUX FALLS:
A Cross-Disciplinary
Approach to Actively
Learning About Evidence

Beth O'Toole, Assistant Professor, Department of Social Science
Bill Soeffing, Professor, Department of Natural Science
University of Sioux Falls

Are you interested in cross-disciplinary collaboration? This session provides information about the strategies and instructional techniques the presenters employed in designing and teaching a cross-disciplinary forensic evidence class. Session participants will engage in experiential and problem-based learning so that they may actively experience how the natural science and social science disciplines were incorporated into one course. Participants will also discuss their ideas and concerns with designing and teaching cross-disciplinary courses and explore options for similarly styled courses at their own institutions.

PLAZA 4

BREAK

9:15 - 9:30 A.M.

PLAZA MALL

CONCURRENT SESSION 4

Saturday, 9:30 - 10:45 a.m.

4A
EDUCATORS AS ADULT
LEARNERS:
Experiencing Engagement
(PART 2)

Roxanne Eubank, Faculty in the Doctoral Leadership Program
Mary Louise Wise, Associate Program Director of Counseling and Psychological Services
Saint Mary's University of Minnesota

Faculty, staff, and students in many academic programs are adults -- adult learners with complex lives. This session leads participants into reflective and interactive experiences that highlight diverse components of transformative lifelong learning. Participants will view a movie segment that frames an adult's paradigm shift and participate in experiences of mapping, reflection, constructing, imaging, and critical thinking. While this session is experiential, the methods and processes will provide dynamic approaches applicable in classroom teaching and in faculty and staff development.

PLAZA 6

4B
ENRON, NUCLEAR PHYSICS,
AND THE EAGLE NEBULA: How
Inquiry Can Change Our Lives
(PART 2)

John Barell, Professor Emeritus, Montclair State University
Consultant, The American Museum of Natural History
(Note: This two-part session will conclude at 10:00 a.m.)

How do we challenge students to become more actively involved in and assume more control of their own learning? How do we encourage them to pose meaningful questions and search for answers? This session engages participants in working with several inquiry strategies designed to create environments within which students want to raise good questions about important content concepts.

PLAZA 5

Participants will work with teacher modeling of the inquiry process (short- and long-term inquiry strategies such as Observe, Think, and Question; the KWHLAQ approach designed for longer-term curriculum projects; reflective journaling to elicit students' curiosities and confusions), as well as reflection on the importance of establishing a risk-free environment where students feel free and challenged to pose meaningful questions.

CONCURRENT SESSION 4, con't

Saturday, 9:30 - 10:45 a.m.

4C CREATIVITY IN A STRAIGHTJACKET: A Round Table Discussion

Angela Battle, Assistant Professor, Department of Art
Brad Brennan, 4th-Year Student, Department of Chemistry
Teah Phillips, 4th-Year Student, Department of Art and Design
Mark Vitha, Professor, Department of Chemistry
Drake University

PLAZA 1

The title, "Creativity in a Straightjacket," comes from renowned scientist, teacher, artist, and musician Richard Feynman. The session will lead off with a round table discussion of Feynman's metaphor within the context of college teaching. Collaboratively, session participants will consider the questions: Can creativity be more explicitly addressed alongside teaching of language, tools, and essential concepts? If so, what are some ways that teachers might do this? The panel and participants will actively focus on two interdisciplinary, hands-on methods for teachers to engender creative thinking. The group will collaboratively generate new measures to bring back to the classroom.

4D DISCOVERING SERVICE- LEARNING COLLABORATIONS

Rosie DuBose, Director of Service Learning
Michele Neaton, Active Learning Advocate, Center for Teaching & Learning
Century College

PLAZA 3

"Discovering Service-Learning Collaborations" presents service learning as a pedagogical technique that can rejuvenate faculty members' passion for teaching by discovering ways to collaborate to achieve learning goals. After a brief introduction to service learning, Century College faculty will discuss ways they have collaborated to help students learn and apply course material. Session participants will use a brainstorming tool, the "Service Learning Collaboration Wheel," to discover ways of using service learning to help students meet course objectives, and to identify potential service learning collaborators across various disciplines, programs, and departments.

4E HOW DO YOU KNOW YOU'RE TEACHING STUDENTS TO THINK?

Susan Chaplin, Professor, Department of Biology
Robert Werner, Professor, Department of Geography
University of St. Thomas

PLAZA 2

What are higher-order thinking skills? How can we teach them? How do we know we are teaching them? This session will use a series of exercises to discern levels of thinking skills, ways to teach higher-order skills, and methods we can use to find out if we actually are teaching those skills. Participants will list activities in their own courses and rank them according to their impact on development of higher-order intellectual skills. They will then describe one such activity to members of their group, and analyze what is it about the instructional design that makes students think. The presenters will summarize efforts of the Bush grant at the University of St. Thomas to support inquiry-based teaching and efforts to assess the impact of these projects on development of students' higher-order intellectual skills.

4F ARE YOU THE ONLY ACTIVE LEARNER IN THE CLASSROOM?

Stewart Ross, Director of the Center for Excellence in Teaching and Learning
Minnesota State University, Mankato

PLAZA 4

The best way to understand "active learning" is by experiencing it. This session will demonstrate how active learning and active lectures can aid students in the classroom. The presentation will consist of information from a unit on critical thinking from a course titled, "First Year Seminar." Participants will first become engaged in actively learning the material through pair-share and group activity. Next, they will experience the same material through active lecture. Finally, the instructor will give a "traditional" lecture having the participants take notes. The session will conclude with participants actively reflecting on the experience.

CLOSING PLENARY SESSION

Saturday, 11:00 a.m. - 12:15 p.m.

INTRODUCTION

*Jacqueline Geier, Director of Programs
Higher Education Consortium for Urban Affairs*

CLOSING ADDRESS

*John Barell, Professor Emeritus, Montclair State University
Consultant, The American Museum of Natural History*

DEVELOPING MORE CURIOUS MINDS

Samuel Johnson said, "Curiosity is, in great and generous minds, the first passion and the last." Why is developing inquisitive minds so vital in a world beset with international and domestic challenges? How might leaders who asked good questions have affected 9/11; the loss of Columbia Space Shuttle, and the demise of Enron? Developing this passion for wonder, investigation, and discovery needs to become a priority in all educational settings: at home, in school, and at work. Fostering all citizens' opportunities to pose hard questions about philosophy, priorities, practices, and results leads to enhanced national security, personal development, and a more equitable society.

GRAND BALLROOM CENTER

John Barell has spent the last several decades teaching literature in public schools in New York City and at Montclair State University (NJ), where he worked with preservice and inservice teachers on critical thinking and creating professional development schools. Currently, he serves as a consultant at The American Museum of Natural History. He is the author of Developing More Curious Minds (2003); Problem-Based Learning: An Inquiry Approach (1998); Teaching for Thoughtfulness (1995 2/e); . . . EVER WONDER. . ? (1992), and Playgrounds of Our Minds (1980).

MULTICULTURAL WORKSHOP & LUNCHEON

Saturday, 12:30 - 3:30 p.m. — Separate registration required.

STRENGTHENING CULTURAL IDENTITY THROUGH CONNECTIONS WITH THE COMMUNITY

*Deborah Carter, Associate Professor & Chair, Department of Social Sciences
Johnson C. Smith University*

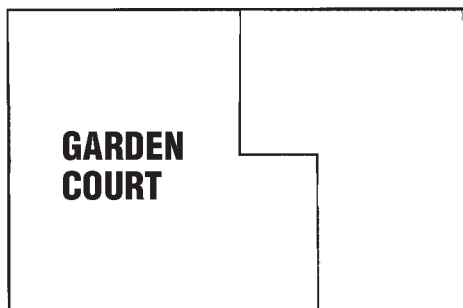
*Cheryl Medearis, Instructor, Department of Elementary Education
Peggy Tilgner, Professor, Department of Education/Arts & Sciences
Sinte Gleska University*

PLAZA 6

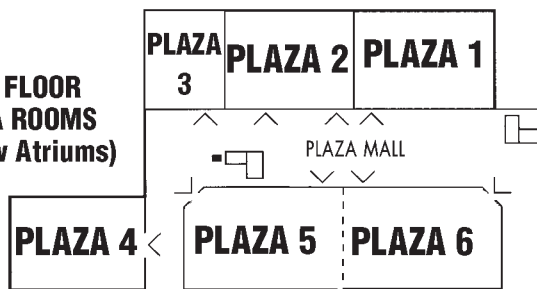
Participants from tribal and private historically black colleges and universities and others interested in multicultural issues on campus, are invited to attend this interactive gathering to network and discuss issues of common concern. Hear from faculty and students from Sinte Gleska University and Johnson C. Smith University about how they are working with the community to build culturally-relevant, problem-based educational experiences. They will share lessons learned and together you will explore ways to support your own institution's multicultural goals, student learning objectives, and community engagement initiatives.

SHERATON BLOOMINGTON HOTEL MEETING SPACE

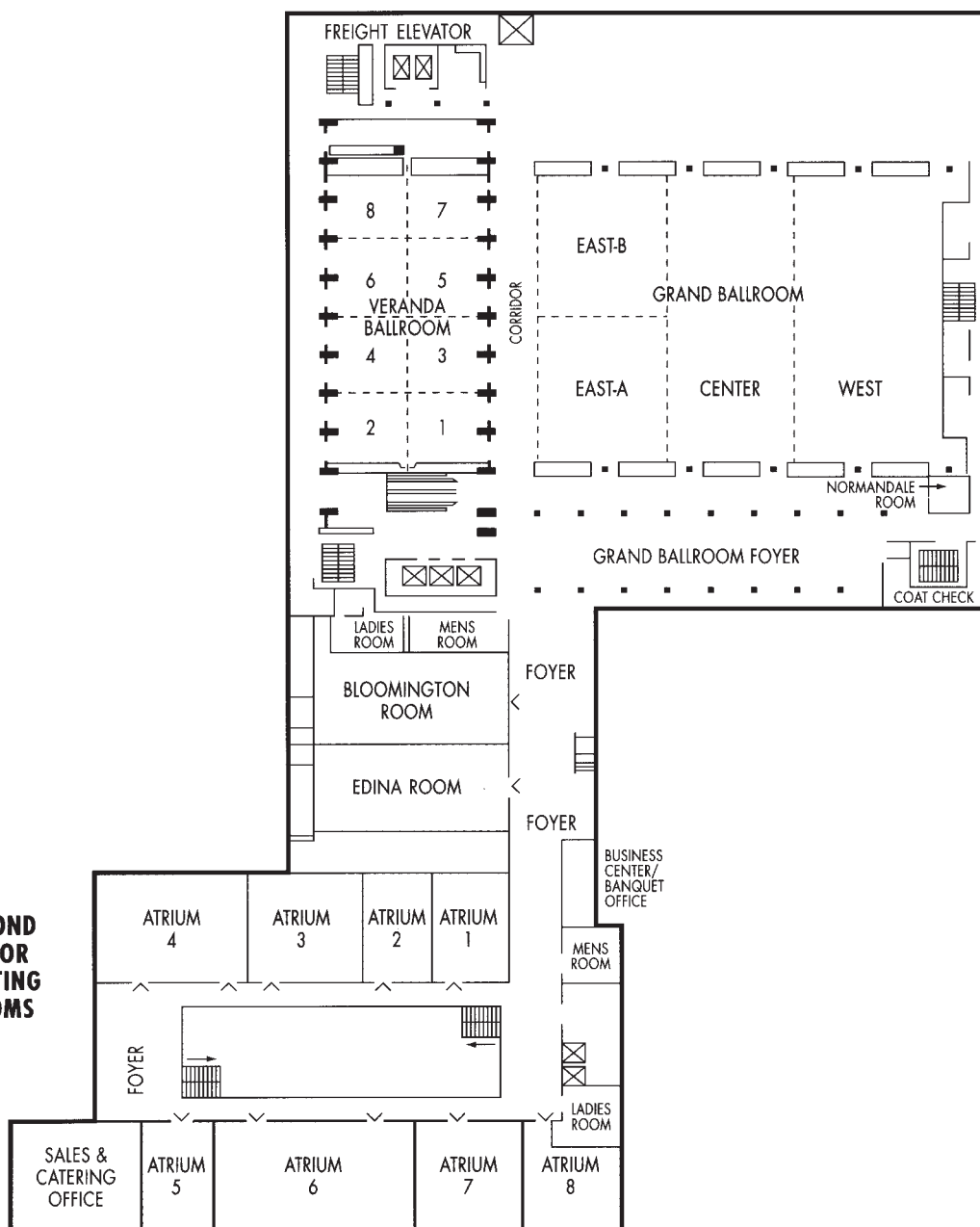
**GARDEN COURT,
FIRST FLOOR (off hotel lobby)**



**FIRST FLOOR
PLAZA ROOMS
(below Atriums)**



**SECOND
FLOOR
MEETING
ROOMS**



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as of November 10, 2004

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