

4th Annual Scholarship of Teaching and Learning Conference

Presented by

**University Assessment Steering
Committee**

May 20, 2011— 8:30 a.m. to 2:30 p.m.

Fetzer Center, WMU



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Acknowledgements

The University Assessment Steering Committee wishes to thank the following

Office of Assessment and Undergraduate Studies

Office of Faculty Development

The Fetzer Center

Office of Institutional Effectiveness

Office of the Provost and Vice President for Academic Affairs

Office of University Relations



SoTL Planning Committee

Dr. Andrea Beach, Director, Office of Faculty Development

Mr. Bradford Dennis, Associate Professor, University Libraries

Dr. Marianne Di Pierro, Director, Graduate Center for Research and Retention

Dr. David Reinhold, Associate Provost for Assessment and Undergraduate Studies

Ms. Cathe Springsteen, Project Coordinator, Office of Institutional Effectiveness

Ms. Lisa LeVasseur, Assistant Project Coordinator, Office of Institutional Effectiveness

4th Annual Scholarship of Teaching and Learning Conference

Schedule

8:30 a.m. Registration in Lobby
Continental Breakfast in room 1045

9 a.m. in room 1035
Welcome and Introductions
Dr. Timothy Greene, Provost
Mr. Bradford Dennis, MC

Getting Started Doing the Scholarship of Teaching and Learning
Bill Cerbin, Keynote Speaker

10:15 a.m. in room 1045
Break

Breakout Sessions

10:30 a.m. in room 1040
Using Lesson Study to Investigate Teaching and Learning
Bill Cerbin

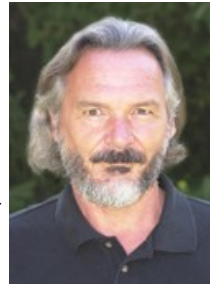
10:30 a.m. in room 1060
Planning Quality SoTL Research
Andrea Beach

Noon in room 1035/1045
Buffet Lunch, followed by a poster session

1:30 p.m. in room 1035
Next Steps: Support and Resources at WMU for SoTL Research
Andrea Beach

Keynote Speaker

Bill Cerbin is professor of psychology and director of the University of Wisconsin-La Crosse Center for Advancing Teaching & Learning, www.uwlax.edu/catl. He also directs the College Lesson Study Project, www.uwlax.edu/sotl/lsp, which supports college instructors to use lesson study practices to improve teaching and student learning, and advance the practice of teaching in their fields.



Bill Cerbin

He has presented and published widely on college teaching and learning, and in 1998 and 2003 was a Carnegie Scholar with the Carnegie Academy for the Scholarship of Teaching and Learning. His past work in the scholarship of teaching and learning focused on the development of the *course portfolio* as a way to document scholarly inquiry into teaching, how students learn in problem-based learning environments, and teaching and learning for understanding. His recent work explores how lesson study practices can be a faculty *training ground* for the scholarship of teaching and learning. In lesson study small groups of instructors jointly design, teach, observe and refine individual class lessons. He is the author of *Lesson Study: Using Classroom Inquiry to Improve Teaching and Learning in Higher Education* (Stylus Publishing, forthcoming).

Getting Started Doing the Scholarship of Teaching and Learning

Bill Cerbin, Keynote Speaker

The scholarship of teaching and learning is unfamiliar terrain for most college teachers. Instructors often do not know where or how to begin. Consequently, many never do. Moreover, first time investigators encounter multiple *how-to* challenges—how to formulate a research question about teaching and learning, how to collect evidence, how to navigate the Institutional Review Board process, how to analyze evidence, how to document their work, and more. Each part of the process can derail teachers' efforts and bring their work to a halt. This presentation introduces a *low threshold* approach that makes classroom inquiry both manageable and relevant to instructors' classroom concerns. It focuses on identifying questions about student learning that matter most to teachers and on simple ways to gather evidence about teaching and learning in the classroom.

Using Lesson Study to Investigate Teaching and Learning

Bill Cerbin

Lesson study is a type of classroom inquiry in which several instructors jointly design, teach, observe, analyze and revise a single class lesson. The object of the study is to better understand how students learn what we try to teach them. This session is a basic introduction to lesson study practices that explores how instructors can combine their effort to improve teaching with systematic classroom inquiry.

Planning Quality SoTL Research

Andrea Beach

A high quality SoTL study starts where all good research starts: with a solid plan. This interactive session will walk participants through a project planning process to help them understand and implement the necessary steps to achieve a high quality, publishable SoTL study. Participants will understand what separates high from low quality SoTL research, how to move from assessment for their own improvement to SoTL research, how to develop and frame strong SoTL research questions, and how to plan for the collection of appropriate data to answer their questions. Participants will leave the session with a "roadmap" to address their own SoTL study.



Andrea Beach

Next Steps: Support and Resources at WMU for SoTL Research

Andrea Beach

This session will help participants understand the potential financial, library, statistical, and faculty development consulting collaborative resources they can tap into for their SoTL work. Participants will leave with a plan of action and, if interested, a learning community of colleagues with whom to work.