

Keynote Address

LEAP responds to Richard Arum: CMU and LEAP Initiatives

Tim Hall, Associate Dean of CHSBS and Professor of HST

Tracy Brown, Director of General Education and Professor of SASW

Conference Presentations

Real GPA and Real SET: Two Antidotes to Greed, Sloth, and Cowardice in the College Classroom

Recently published evidence of limited learning among American college students confirms the damage done when students, faculty and institutions pursue interests that conflict with the educational process. The 'disengagement compact' in which faculty tacitly trade lenient workloads and grading for higher student evaluation of teaching (SET) scores and fewer complaints from students does damage wherever it operates. The work of Johnson confirms the link between SET and grade inflation. We propose a modification of an earlier grade index, the Real Grade Point Average (GPA), and propose as well an index for SET scores, the Real SET, to make inflated grades and inflated SET scores more visible. Used by institutions, parts of institutions or individual faculty, Real GPA and Real SET would encourage and protect faculty and students who offer or seek out educational experiences that have not been deflected by greed, sloth or cowardice.

James Felton, FIN

Ken Sanney, ENT

(Co-authors with Peter Koper, professor emeritus, ENG and John Mitchell, FIN)

Getting Medieval on Education: Integrating Medieval Pedagogy in Modern Liberal Arts Classes

This session focuses on the founding principles for both Western Education and the Liberal Arts as originally conceived in ancient Greece and applied by medieval scholars in the first universities. Specifically, it explores the historical importance of argument and self-learning within the structure of the liberal arts and how these can be applied to the syllabus and structure of undergraduate classes (100 level) to help students develop skills in effective communication, critical thinking and self-learning.

Jon Klauke, HST (MMCC)

Exploring Faculty Learning Communities to Promote Critical Thinking

In the realm of teaching and learning, we have experienced continuous innovations in both pedagogical practice and advances in classroom technology. Much to our dismay, however, student learning does not appear to be keeping pace. Richard Arum and Josipa Roksa have identified some changes that can help our students improve their learning, identify purposes in their lives and become contributing members of society. In this session, we will review the role of the Faculty Learning Community (FLC) scholarship of teaching and learning and examine how one FLC is exploring ways to promote engagement, creativity, and critical problem solving. We will model some of these techniques, working with conference attendees to answer the

question “What gets in the way of student learning?” and conclude with a discussion of these methods and how attendees could adapt them for use in their own classes.

Daria Kluge, EAS

Diane Marble, CETL

Designing Writing Assignments to Help Students Learn

We will discuss the differences between Writing to Learn and Learning to Write pedagogies. In particular, we will focus on identifying course objectives, determining how writing can be used to facilitate or demonstrate student mastery of those objectives, and scaffolding writing tasks and assignments to do so. Participants will consider ways to offer meaningful, manageable response to student writing in low-stakes writing to learn tasks and how those tasks can be revised and polished into more formal examples of academic writing. Finally, the presenters will offer formative assessment strategies for writing to learn assignments, including rubrics, types of teacher response, and grading.

Dan Lawson, ENG

Marcy Taylor, ENG; CHSBS Assistant Dean

Engaged Teaching on an Engaging Campus: Best Practices for Motivating Students to Pursue Scholarly and Civic Endeavors

Today, higher education institutions are called upon to advance two goals: increase student learning and success rates; and cultivate citizens capable of sustaining democracy. These goals are complementary. The same pedagogical approaches and institutional characteristics that predict our students’ success also promote their long-term participation in public life. Both academic success and citizenship are advanced when students are engaged as active members of a learning community – especially when that community not only structures opportunities for meaningful engagement, but cultivates the shared norm that taking advantage of such opportunities is expected. Those who attend this workshop will participate in two brainstorming sessions, one to develop strategies for embedding motivating, engaged learning practices in their own classes, and a second to develop strategies for transforming the broader campus culture at Central Michigan University.

J. Cherie Strachan, PSC

Information Literacy and Student Engagement

Information literacy is the set of integrated abilities encompassing the reflective discovery of information and the use of information in creating new knowledge. Teaching faculty and librarians both have greater responsibilities in integrating information literacy into scholarship within their disciplines to enhance student engagement. This presentation elaborates that research is nonlinear and iterative and searching information is strategic, and library instruction is critical in helping teaching faculty to foster student critical thinking at the liminal research stage. The presenter offers empirical evidence in her new research on how students become better prepared to conduct research for their course assignments after receiving “one-shot” library instruction.

Rui Wang, LIB