

Ohio Teaching Enhancement Program

Session Abstracts In Order of Presentation

February 25, 2008
Trustees' Room, 338 Roush Hall
Otterbein College

What Are Students Thinking?: Using SGID and Other Classroom Assessment Methods for Evaluating and Improving Teaching

Gregg Wentzell
Center for the Enhancement of Learning & Teaching
Miami University

How do we know what students in our classes think about the course, our teaching, their learning? In this session we will consider procedures for eliciting formative feedback from students, particularly the Small-Group Instructional Diagnosis (SGID). The presenter does SGIDs for faculty as a staff member of Miami University's Center for the Enhancement of Learning and Teaching. We will look at examples of what students are saying in SGIDs and see how faculty who have had SGIDs done in their classes have made use of the feedback in the classroom and beyond. We will also consider alternatives to the SGID, such as the Quick Course Diagnostic (QCD) and others that participants in the session may have used.

Learning Space Design

David J. Wright
Ryan C. Harris Learning Teaching Center
The University of Dayton

Learning space design provides a powerful but rarely explored context for learning and teaching. Higher capacity rooms and didactic approaches have contributed to widespread use of spaces that may not align with our desire for student success. In light of our realization that learning occurs in community, that technology is increasingly impacting life-long education and with discoveries in how people learn, we must examine how best to design learning spaces.

Over

Laptops in the Classroom

David J. Wright
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Although some faculty worry at the prospect of teaching students equipped with laptops, there are substantial benefits for considering laptop-enhanced classrooms. Instruction using laptops can model professional applications of technology, while creating ways for students to remain engaged and connected to diverse learning resources. This session provides an overview of the University of Dayton notebook computer initiative and the professional development opportunities for instructors.

Moving from Instruction to Learning: LCs as Incubators

David Dees, Mary Lou Holly, and Chip Ingram
Faculty Professional Development Center
Kent State University

Many of us support the move away from the common “instruction” paradigm toward a “learning” paradigm in which higher education focuses on students and what they are gaining from college and college courses (Tagg, 2003). Changing the fundamental beliefs of faculty about what good teaching is can be difficult. However, one useful means for implementing change is found in the concept of professional learning communities. We review examples of three learning communities at Kent State which seem to have had (or to be having) important effects on how their members understand and approach their teaching from a learning perspective.