"Fostering Student Intellectual Curiosity, Creativity, and Critical Thinking"

Metropolitan State University
Center for Teaching and Learning
Fall Faculty Conference

Saturday, Oct. 2, 2010
8 a.m. - 1:30 p.m.

Metropolitan State University
Saint Paul Campus
700 East Seventh Street
Saint Paul, Minnesota
Thank You!

The Center for Teaching and Learning (CTL) sincerely thanks all faculty, staff, and administrators who conceptualized, planned, and supported this event. Along with the presenters listed in this program, we would like to thank all members of the Metropolitan State University community for their support of faculty development and this conference.

The 2010-2011 IFO CTL Advisory Committee members are:

Kuodi Jian, Resident Faculty, College of Arts and Sciences
Emma Duren, Resident Faculty, College of Professional Studies
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Lori Schroeder, Community Faculty, College of Arts and Sciences

CTL Staff:

Susan Rydell, Chair, CTL
Signe Pretzel, Administrative Assistant, CTL

About the Opening Session Speaker:

Burnham “Bud” Philbrook is President and CEO of Global Volunteers. In the early 80s, Bud was a practicing attorney in Minnesota, specializing in business and government law. Before co-founding Global Volunteers, Bud served as Assistant Commissioner for the Minnesota Department of Natural Resources. He also served as a consultant to the Rural Ventures Program at the Control Data Corporation. During his college years, Bud was a production control manager at Sperry Univac in St. Paul, and shortly after graduation he worked for the Minnesota Public Interest Research Group. He worked in a staff capacity on Senator McCarthy's and Senator McGovern's presidential campaigns. At age 28, he was elected to the Minnesota House of Representatives, where he served on the Education, Agricultural and Environmental committees. After earning his law degree in 1983, Bud opened his own law office in St. Paul, representing small and medium-sized businesses for 12 years, when in 1994, he closed his law firm to join his wife, Michele Gran, at Global Volunteers to become the full-time president and CEO. It's a job he has described as "the best job in the world." Visiting hosts and local people in Global Volunteers' partner communities is what keeps his life in balance, Bud explains. "Whenever I need a reality check, I spend some time in a rural village in a developing country. That puts my priorities in order," he said. "We've been extraordinarily fortunate to work with wonderful partners on important, life-enhancing projects in all corners of the world. We are grateful to the local people who have exhibited courage, leadership, persistence and optimism in the face of countless challenges," Bud asserts. "From caring for abandoned and handicapped children in Ecuador, India, and Romania, to creating educational opportunities in China and Ghana, to addressing conflict in Ireland literally face-to-face, our partners blaze a trail of peace, hope, and justice for us to follow."
**CONFERENCE SCHEDULE AT A GLANCE**

8 a.m.  
Registration and Exhibits ● *Founders Hall Reception Area*  
Continental Breakfast hosted by  
President Sue Hammersmith and Interim Provost and Vice President  
of Academic Affairs Gary Seiler

8:30 a.m.  
Opening Session ● *Auditorium*  
- Welcome – Susan Rydell  
- Opening Remarks – Gary Seiler  
- Introduction of Keynote Speaker – Daniel Abebe  
- Keynote Address: Burnham “Bud” Philbrook  
  “Fostering Student Intellectual Curiosity, Creativity, and Critical  
  Thinking through Field Experiences and Service Learning”

9:45 a.m.  
Concurrent Sessions 1

11 a.m.  
Break

11:15 a.m.  
Concurrent Sessions 2

12:30 p.m.  
Awards Luncheon ● *New Main Great Hall*  
- Remarks by President Sue Hammersmith  
- Carol C. Ryan Excellence in Advising Award Presentations by  
  Maythee Kantar, Chair, Advising Award Committee  
- Outstanding Teaching and Excellence in Teaching Award Presentations  
  by Suzanne Narayan, Co-chair, Teaching Award Committee  
- Door Prize Drawings – Must be present to win!

**CONCURRENT SESSIONS AT A GLANCE**

**Session 1: 9:45 a.m.-11 a.m.**

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**Session 2: 1:15 a.m.-12:30 p.m.**

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Using Rubrics to Enhance Student Learning and Evaluation

*Nima Salehi,* Instructional Designer/Trainer, Center for Online Learning

NM L213

Rubrics can provide students with in depth understanding of instructor expectations and assignment parameters to foster students’ intellectual curiosity, creativity, and critical thinking. This presentation will model a range of simple to complex rubrics for a variety of course assignments: papers, group projects, and online discussions. Participants will be encouraged to examine rubrics and analyze how they might be modified for their own course purposes.

Primary objective and expected outcomes: To encourage faculty to examine the use of rubric inclusion in assignment guidelines. To provide faculty with an opportunity to share experiences using rubrics.

Engaging Students Using Teams: Learner Perspectives and Faculty Strategies

*Jennifer L. Schultz,* Faculty, College of Management

*Joel Wilson,* Faculty, College of Management

*Marcia Hagen,* Faculty, College of Management

NM L215

Many faculty use team-based pedagogical practices to challenge and support learning outcomes, yet little is known about the student perspective of these experiences. This session will look at the findings of a research study conducted with undergraduate business students on their viewpoints of classroom team experiences followed by an exploration of a variety of pedagogical responses for faculty. The session will conclude with the panel facilitating a forum for participants to exchange ideas on improving the learning outcomes of teams in the classroom.

Primary objective and expected outcome: Present and explore student views of team-based classroom learning.
Talking about Teaching
Lori Schroeder, Faculty, College of Arts and Sciences
FH L118

Join your colleagues in this faculty-facilitated conversation. The session affords attendees the opportunity to share best practices that foster critical thinking, intellectual curiosity, and creative thinking in our students. Attend this session and exchange teaching strategies, assessment techniques, classroom management techniques (and more) that you’ve found to be particularly effective, or come to this session to just relax and listen to lively discussion about teaching and learning.

Why We Cite: Active Learning Strategies for Teaching about Citations
Martha Hardy, Faculty, Library & Information Services
NM L211

Do your students think that instructors make them adhere to citation style guidelines just to torment them? Do they fret about formatting, become preoccupied with punctilious punctuation or get mired in the minutiae? In this workshop, faculty will participate in fun, creative, active learning exercises that challenge students to consider why we cite, the greater purpose of citations within scholarly communication, how to construct citations and how to read them. Please bring your own ideas (the more creative, the better!) regarding how to motivate students to learn about citations with less pain and more gain.

Primary objective and expected outcome: Participants will experience active learning exercises about citations in order to explore ways to engage and build upon students' thinking and to encourage students to consider the greater purpose of citations for them as scholars and professionals.

Fostering Student Intellectual Curiosity, Creativity, and Critical Thinking through Field Experiences and Service Learning
Daniel Abebe, Dean, First College and Interim Dean, College of Professional Studies
FH L117

This session is a continuing discussion of the morning Keynote’s presentation.
Driving, not Ditching: A Dialog on Avoiding Plagiarism

Jessica Focht-Perlberg, Judicial Affairs Officer, Student Affairs
Craig Santer, Graduate Tutor, Writing Center
NM L213

This session links the goal of avoiding plagiarism to the positive goals of stimulating curiosity and exercising creativity and critical thinking. We connect this goal to that of avoiding plagiarism through the assumption that best practices for both involves sound compositional technique. The metaphor we use comes from driver’s training and its objective of “driving, not ditching.”

The metaphor frames plagiarism as the result of a lack of a dialogue with sources; in a positive sense, fostering a writer’s development of his or her unique voice in the broader topical conversation depends on intensive reading and analysis.

We will then survey a contemporary literature review of new approaches to the old problem of plagiarism. We will explore issues such as what leads students to plagiarize, the role of different cultural frameworks in understanding intellectual property, and how to balance student and institutional responsibility for preventing plagiarism.

The concluding open discussion will invite faculty to brainstorm ways to foster students’ effective and acceptable use of sources and how the current literature might shape our institutional response to plagiarism.

Thinking Critically About Critical Thinking in Online Courses

Michal Moskow, Faculty, Literature and Language, Director of Online Learning
NM L215

A frequent question is whether students in online courses are engaged in critical thinking. This session will open with a discussion of critical thinking and how it does or does not work effectively in an online course. Several learning tools or models will be presented and then critiqued, with feedback from the audience. Attendees are encouraged to bring their own examples if they wish.

Primary objective and expected outcome: The primary objective will be to think critically about how to incorporate critical thinking into online courses. The outcome will be to refine existing models or begin to create new ones that are relevant to specific courses.
Understanding the Academic Support Needs of Students with Challenges in English Learning

Manuel Barrera, Faculty, College of Professional Studies
FH L118

Participants will be asked to discuss ways that they have encountered or solved learning and achievement in college classrooms when English is not the student's primary language. A presentation will be provided with current understanding of adult language development and suggested approaches that can creatively examine and address student assignments, classroom participation, and formal to informal assessment and grading systems.

Primary objective and expected outcome: To discuss and review research and practice in promoting successful strategies for the teaching and learning of college students for whom English is a second or new language.

Fostering Student Critical Thinking Through Faculty Mindfulness about Indigenous Peoples and Genocide:
Learning the Ojibwe Language And UpStanders Behind the Dakota

Renee Beaulieu-Banks, American Indian Student Services & Community Faculty
Chris Matonunpa, Dakota Elder, Faculty, College of Arts and Sciences
Kathryn Kelley, Faculty, College of Arts and Sciences, Moderator
NM L211

In this session, faculty will be engaged in a brief quiz at the beginning which will hopefully demonstrate a lack of knowledge and understanding of the grave situation for indigenous people in Minnesota. This attention-getting device will be used throughout the session to guide the presenters through two main areas of concern: the threatened death of the Ojibwe language and the Dakota Voice in recognizing the genocide of indigenous peoples that was perpetrated by settlers to Minnesota and continues today.

Primary Objective and Expected Outcome: Presenters want to educate the faculty for the future at Metropolitan State University so they can share with their classes and events that will involve all members of the Metropolitan State University community.
The Oral Group Final Exam: A Tool for Stimulating Critical Inquiry

Valerie Geaither, Faculty, College of Professional Studies
Student Panelists: TBA
FH L117

Inquiry instruction and learning is not new; it is oftentimes referred to as the Socratic Method. Yet, there are new ways to employ this method to foster deep reflective, productive thinking. One such way is the oral exam. I utilize a group oral final exam in conjunction with a group paper for an upper division family studies course. This session will re-examine inquiry pedagogy and this strategy as an illustration of it. I will provide specifics on how I craft questions and evaluate student performance. A student panel will discuss their experience with this intellectual exercise and the benefits they accrued from it with the session participants.

Primary objectives:
1. to examine the specific use of a unique inquiry strategy -- the oral final exam -- to illicit both creative and critical thinking.
2. to offer participants an opportunity to critique the strategy with students who have experienced it.

Expected Outcomes: Participants will gain
1. an increased, perhaps renewed, appreciation for the Socratic Method.
2. information for how to conduct a group oral exam for an upper division course.