Faculty Development Programming

Supporting Excellence in Learning and Innovative Pedagogy

In 1997, Dr. Shirley Scritchfield was asked to lead the newly formed Office of Institutional Research and Assessment. Two decades later, the office has sported multiple names—Excellence in Teaching, Learning and Assessment, Academic Excellence and Assessment and the current Teaching and Learning Center—but what has remained constant is the annual programming designed to enhance student learning, promote the scholarship of teaching and learning, and facilitate institution-wide understanding of effective teaching. This work has been accomplished thanks to the many faculty and staff who have served as Faculty Associates in semester-long work/reading groups and Time-Out-for-Lunch pedagogical sessions.

Programs are facilitated by Faculty Associates, who develop and deliver university-wide programming each academic year for Creighton University faculty and staff. The programs, offered as Brown Bag Time-Out for Lunch, workshop series and/or event, are one of the many development opportunities available to the Creighton community. Each 60-90 minute session is designed to allow in-depth coverage of a topic along with discussion among the Faculty Associate facilitator and the participants. Attendees are encouraged to come prepared to engage in, reflect on and share ideas and questions for the lively discussion on student learning. Program topics related to Scholarly Teaching, Learning and Assessment include:

- “High Impact” Practices, pedagogies, and assessment
- Interprofessional Education and/or Interdisciplinary Studies
- Experiential Learning Pedagogies and Impact on Student Learning and Achievement
- Curricular Innovation and/or Developments, Authentic Assessments
- Scholarship of Teaching and Learning
- Co-Curricular Student Learning
- Assessment 101
- Other topics identified as faculty

The faculty associates become part of the Creighton community of faculty scholars and staff interested in building and engaging a culture of assessment and learner-centered teaching. New associates will be supported in their role and programming efforts. Each associate will be provided a $2,000 for their professional development use in the two-year associates program. The Faculty Associates Program was established in 1999.

Faculty Associates (1999-2018)
- Naser Alsharif, School of Pharmacy and Health Professions
- Kimberley Begley, School of Pharmacy and Health Professions
- Eileen Burke-Sullivan, College of Arts and Sciences
- Brenda Coppard, School of Pharmacy and Health Professions
- Cynthia Coritore, Heider College of Business
- Mary Ann Danielson,* Provost Office
- Charles Dickel,* College of Arts and Sciences
- Joy Doll, School of Pharmacy and Health Professions
- Gintaras Duda, College of Arts and Sciences
- Issac Ebner, School of Law
- Kathleen Flecky, School of Pharmacy and Health Professions
- Amy Haddad, Center for Health Policy & Ethics
- Gail Jensen,* College of Professional Studies
- Lou Jensen, School of Pharmacy and Health Professions
- Bridget Keegan, College of Arts and Sciences
- Brian Kokensparger, College of Arts and Sciences
- Amy Mayer, School of Pharmacy and Health Professions
- Keli Mu, College of Arts and Sciences
- Christina Murcek, College of Nursing
- Debra Ponec, College of Arts and Sciences
- Anne Schoening, College of Nursing

Faculty Associates no longer with Creighton University
- Scott Chadwick, Academic Excellence and Assessment
- Yolanda Griffiths, School of Pharmacy and Health Professions
- Lynne Houtz, College of Arts and Sciences
- Kathryn Huggett, School of Medicine
- Joan Mueller, College of Arts and Sciences
- Donna Pawlowski, College of Arts and Sciences
- Shirley Scritchfield**, Academic Excellence and Assessment
- Janine ter Kuile, Cardoner Program: Vocation as a Calling
- Phil Vuchetich, School of Pharmacy and Health Professions
- MarySue Wydeven, College of Nursing

The Teaching and Learning Center celebrates 20 years of promoting and supporting excellence in teaching, learning and assessment, we invite you to join our celebration of past accomplishments by actively engaging in the 2017-2018 programming, where you’ll experience opportunities to further develop your curricula, explore pedagogical challenges, and refine your assessment of student learning and/or scholarship of teaching and learning.
The Peer Review Process, From Inside-Out
Faculty Associate: Brian Kokensparger, Journalism, Media, and Computing Department
Date: September 20, 2017

This session will give participants an inside look of the rubrics and processes used to do peer review of program-level assessment. Get tips and best practices to help your program move up through the ranks. Some time will also be spent discussing how the University Assessment Committee can work more effectively with school, college and divisional assessment committees.

Self-Awareness: A Must for Personal and Professional Growth
Faculty Associates: Naser Alsharif, Pharmacy and Amy Haddad, Center for Health Policies and Ethics
Date: October 5, 2017

Self-knowledge or self-awareness are key prerequisites for understanding and interacting with others. Many programmatic educational outcomes require self-awareness so students can embark on a professional career. Self-awareness encompasses a variety of components including self-assessment of one’s personal and professional self-images and an appreciation of others’ perceptions and expectations. Self-awareness is an important aspect of shaping students' attitudes so that they develop the habit of reflecting on personal knowledge, skills and abilities, but as important are beliefs, biases, motivations and emotions, which can enhance or limit personal and professional growth. Self-awareness is equally important for faculty especially at the beginning of their professional careers. This session will explore the concept of self-awareness for our graduates and faculty at Creighton University.

Fighting the “Cram and Dump”: Classroom Strategies to Promote Learning
Faculty Associate: Kimberley Begley, Pharmacy
Date: October 23, 2017

When students cram for a test, they may perform at an acceptable level for that single event, but research suggest that students lose eighty percent of what they studied within a short period of time. Join our programming to hear faculty from across campus discuss practical strategies that help promote (retention of) learning in their classrooms.

Cultivating Critical Thinking in the Classroom and Community
Faculty Associate: Lou Jensen, Occupational Therapy
Date: November 17, 2017

Educating students to become critical thinkers is a goal for many faculty and staff. This session will present strategies to infuse critical thinking in your course or educational program. Methods for teaching, applying, and assessing critical thinking skills will be explored.

Creighton Gallup Survey Results 2016: Helping CU Graduates Achieve Great Jobs and Great Lives
Presenters: Brenda Coppard, School of Pharmacy and Health Professions and Valerie Caldron, Gallup Organization
Date: January 30, 2018

Drs. Coppard and Calderon will present the primary findings from the 2016 administration of the Creighton Gallup Surveys to students and alumni. Metrics will include: well-being, engagement, advocacy and attachment to Creighton, Jesuit values, campus involvement and faith practice. Participants will gain an understanding of students’ experiences, the context of a Creighton “imprint” on alumni lives, and the important role faculty and staff contribute to the students’ experience while at Creighton.
Critical Thinking: Continuing the Conversation
Faculty Associate: Lou Jensen, Occupational Therapy
Date: February 20, 2018

Enhancing critical thinking was the focus of several faculty and staff development sessions during the Fall 2017 semester. During this hands-on session, participants will continue the conversation around critical thinking and actively plan a classroom or co-curricular activity to promote critical thinking.

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Engaging Millennial Students: Active Learning Strategies Beyond the Lecture
Faculty Associate: Kimberley Begley, Pharmacy
Date: March 15, 2018

There is no question that students have changed over the last two decades. As a result of being surrounded by technology, they seem to have different learning preferences, styles, and goals than students of the past. Faculty seek to understand and support student engagement in the classroom because increased engagement is associated with better outcomes. This roundtable discussion brings several examples of how faculty are integrating different methods of engagement in the classroom and participants will get to experience these hands-on activities. This roundtable discussion brings several examples of how faculty are integrating different methods of engagement in the classroom and participants will get to experience these hands-on activities.

**TABLE TOPICS AND FACILITATORS**

1. **No More Grading in Your Pajamas: Using Video to Provide Feedback on Assignments**
   - As educators, we’re challenged to provide thoughtful, high-quality feedback on assignments for an increasing number of students in a timely fashion. Learn how to cut grading time in half by recording personalized video feedback using SpeedGrader and the Canvas Teacher app.
   - **Table facilitator:** Zara Risoldi Cochrane, School of Pharmacy and Health Professions

2. **The Use of Augmented Reality Photospheres in the College of Nursing to Decrease Student Anxiety**
   - Using augmented reality photospheres to prepare undergraduate nursing students for a clinical rotation. Use of AR photospheres increases student’s opportunities to interact in a clinical environment before actually being at the clinical site, decreases student anxiety and decreases student and faculty time spent orienting to a new clinical environment compared to when AR photospheres are not used.
   - **Table facilitators:** Sara Ball and Anne Schoening, College of Nursing

3. **Insights on Incorporation of a Problem-Based Learning/Flipped Classroom**
   - Many faculty are aware of the benefits of problem-based learning. Students work through real-world problems and develop their critical thinking skills and problem-solving abilities. Learn about best practices from faculty who have implemented it in their course.
   - **Table facilitator:** Gintaras Duda, Physics Department, College of Arts and Sciences

4. **There’s an App for That! Apps to Engage Learners**
   - You’ve heard about all the apps that students are using but have never thought about using them in a course. Learn about a few “techy” ways to bring new life into classroom discussion.
   - **Table facilitator:** Amy Pick, School of Pharmacy and Health Professions

5. **Kahoot! in the Classroom: An Engaging Way to Assess Student Understanding**
   - Kahoot! is a game-based learning platform which uses multiple-choice quizzes as educational technology. Kahoot! can be incorporated into lectures to review students’ knowledge or for formative assessment. Discover how faculty are utilizing this platform and what students think.
   - **Table facilitator:** Laura Klug, School of Pharmacy and Health Professions
Tune Up Your Syllabus, then Supercharge it!
Faculty Associate: Brian Kokensparger, Journalism, Media, and Computing Department
Date: March 28 and April 4, 2018

Contract, guidebook, or work of fiction? Which describes your course syllabus? This program will be offered in two parts. In Part I, the presenter joins University Assessment Committee members to discuss the uses of course syllabi in the different colleges and schools, provide information regarding a University policy on syllabi (currently being developed), and introduce participants to a new syllabus tool kit. In Part II, the presenter joins with other University faculty members to introduce participants to the creation and use of an Interactive Syllabus, which will more effectively engage students in your course.

Purposeful Global Engagement
Faculty Associate: Naser Alsharif, Pharmacy
Date: April 11, 2018

This panel discussion by a diverse group of campus colleagues will address “What is purposeful global engagement? What it is not? What it should be?” The panel will also explore the implications of purposeful global engagement as a Jesuit institution, and as faculty/staff preparing our students for educational success.
Performance and Learning Parity in Distance Education: What is needed?
Faculty Associate: Naser Alsharif, Pharmacy
Date: September 22, 2016

Distance education has been on the rise over the last several years including at Creighton University. In addition to ensuring quality, a major challenge for distance programs and courses is to “ensure” both performance and learning parity for the distance students with their campus counterparts in the same program or course. This session will address key aspects at the programmatic and course level for optimizing both performance and learning parity in a program or a course taught for both campus and distance students. Participants will be asked to share their experiences to explore this important topic from the perspective of different programs and disciplines.

No More Whining about Poor Student Writing: Changing Behaviors to Improve Student Writing
Facilitator: Brian Kokensparger, Journalism, Media and Computing
Date: October 5 and October 12, 2016

Writing is a behavior, as is grading and giving feedback. This process is a dialogue between instructors and students. How do we, as instructors, behave in this dialogue? This two-part series will examine writing as a behavior, using textual analysis techniques to determine what the writing behavior tells us about an individual student. Then we will turn the tables and examine our own behaviors in the dialogue. What do we as instructors do to facilitate (or obstruct) the process of developing excellent writing in the discipline?

Get Real: Use of Simulation and Other Reality-based Learning and Assessment Activities
Faculty Associate: Lou Jensen, Occupational Therapy Department
Date: October 25 and November 8, 2016

Simulations and other learning activities designed to approximate real-world conditions allow students to practice skills in safe and controlled environments, receive focused, formative feedback, and gain competencies required in the field. While employed as a learning experience in many health profession programs, simulations and, more broadly, other reality-based activities can be used in many academic disciplines and courses. This two-part series will explore reality-based learning and highlight examples of activities designed to allow students to react to challenges as they would under real-world circumstances.

Curriculum Creativity: Small Changes, Big Results
Faculty Associate: Amy Mayer, Occupational Therapy Department
Date: November 1, November 18, and December 6, 2016

Perhaps you don’t have time to overhaul your course, but you’re interested in trying something new. Freshen up your course and engage your students with small changes you can implement today. During this series of three sessions we’ll review several strategies and the related evidence for improving student outcomes.

The sessions will focus on activities to promote attention, engagement, retention and application of course material and take up very little class time. You’ll be challenged to implement new strategies after each session and report back to the group. Bring your current syllabus and we’ll connect new ideas with your current content. In the final sessions we’ll create a plan for updating future courses and connecting with other courses in the curriculum. Those who attend the entire series will receive a copy of Small Teaching: Everyday Lessons from the Science of Learning. Can’t attend all sessions? Those who attend at least one session and complete the “homework” exercises will qualify to be in a drawing for a copy.
Not Your Grandma’s Lecture – Ten Tips for Effectively Using Lecture Method
Faculty Associate: Lou Jensen, Occupational Therapy
Date: February 21, 2017

The lecture has received criticism for being less effective than other teaching methods for student learning. However, many faculty continue to use the lecture as a primary mode of instruction. This presentation will highlight the pros and cons of the lecture method and provide tips for enhancing a lecture to improve student engagement and learning.

Culture Sensitivity, Competency and Proficiency: What, why and who at Creighton?
Faculty Associate: Naser Alsharif, Pharmacy
Date: March 2 and March 16, 2017

This is a two-part workshop. In the first part, terms will be defined, rationale for them will be explored and the practical implications of each for all stakeholders will be addressed. In the second part, representatives from academic sections and administrative offices will be asked to address how they go about addressing and optimizing each.

Creating the “Just Right Challenge” for Optimal Learning
Faculty Associate: Amy Mayer, Occupational Therapy Department
Date: March 17, 2017

Where does your course fall in the continuum of easy to hard? What data can you collect to determine if your course is too easy, too hard or just right? In this session we'll discuss how to determine if your course is designed to offer students the “just right challenge”. You’ll have an opportunity to integrate strategies to redesign your course for optimal student learning including how to support students who are struggling and offering additional challenge to students who excel.

Mission, of Course!
Faculty Associate: Brian Kokensparger, Journalism, Media, and Computing Department
Date: April 5, 2017

This workshop will examine Creighton’s Catholic Jesuit mission from the individual course perspective, with a focus on simple but effective ways to bring an element of mission into any course.
Ignatian-inspired, MAGIS Core Curriculum Communities of Practice  
(Invitation only. For MAGIS Core Curriculum Faculty and Staff)  
Faculty Associate: Brian Kokensparger, Journalism, Media and Computing  
Date: Varies throughout the fall semester

St. Ignatius formed a Community of Practice around his ministry and founded the Jesuit Order. We can follow his example and do some serious discussion and implementation around our common apostolate of teaching and learning. With a special consideration towards meeting MAGIS Core individual course objectives, Community of Practice groups will draw from faculty teaching Foundations courses.

As a community, the groups will share their experiences and best practices as they tackle the fundamental questions at the heart of teaching and learning in the classroom and prepare to answer the question, “How do we know our students are achieving our MAGIS Common Core learning objectives?”

Posing Meaningful Question: Seeking Answers to Questions that Matter  
Associate: Christina Murcek, College of Nursing and Mary Ann Danielson, Associate Vice Provost, Academic Excellence and Assessment  
Date: September 15 and September 29

Our classrooms, laboratories, and clinics are filled with questions: students’ questions of instructors; faculty questions of students; and occasionally, faculty or staff questions for each other about their students’ learning and/or performances. Comfortable employing the Socratic method in your classroom or engaging your students in rich discussions but struggling to find meaning in your assessment of student learning? Do you continue to ask yourself, “What is the benefit of collecting and producing evidence of student learning?”

This two-part, active-learning session will engage you in a semi-structured process to pose meaningful questions about student learning, explore tools that will help answer those questions, and ultimately, develop a process whereby your answers to these questions will inform teaching and learning practices.

Competency Mapping: Creating Learning Activities Across Courses to Develop Key Competencies and Meet Learning Outcomes  
Faculty Associate: Amy Mayer, Occupational Therapy Department  
Date: October 27, November 10, and November 17 (Three session program)

Are you frustrated when students don’t make connections between courses? Have you found that students do not always come in to your course knowing what you expect them to know even when they have taken the appropriate prerequisite courses? This three-part seminar introduces basic curricular mapping concepts and dives into mapping key skills across courses. You are invited to identify two to three courses in your program that build on one another, team up with the faculty teaching the courses and attend the series. During the series participants will identify intended outcomes and design learning activities and assignments that will strategically build knowledge and competencies across courses.

- Session 1 Curricular Mapping: Where Does Your Course Fit? - By the end of the session participants will: Understand basic curricular mapping concepts; Identify courses that lay a foundation for a course you teach; Identify courses that will build on what you are teaching.
- Session 2 Teaming Up and Breaking Down Learning Outcomes - By the end of the session participants will: Identify specific skills taught in your series of courses-related program outcomes; Review course and session objectives related to the skills.; Review learning activities related to the skills; Brainstorm ideas for learning activities related to the skills.
- Session 3 Designing Learning Activities to Strategically Build Skills and Competencies - By the end of the session participants will: Design specific learning activities and assignments that develop skills and create competency; Create strategies for helping students understand how their knowledge is being constructed across courses; Develop an assessment plan to determine if outcomes are improved.
Grading Rubrics and Student Creativity: A Contradiction in Terms?
Faculty Associate: Amy Mayer, Occupational Therapy Department
Date: February 23, 2016

Employers want graduates who are creative problem solvers and innovators. Do you expect the same from your students? From the arts to the sciences to professional school, creative problem solving is necessary for success. Can you describe the components of creativity to your students as it pertains to their field of study? Rubrics can make your creativity expectations clear as well as make grading and feedback clearer. This session will focus on building a rubric that integrates components of creativity.

By the end of the presentation, participants will be able to:

- State the four parts of a basic rubric containing a task description, scale, dimensions and performance descriptions.
- Generate options for building creativity into a rubric.
- Create a rubric appropriate for an assignment in a course that incorporates creativity or creative problem solving.

Place-Based Learning: Thinking Beyond Creighton’s Borders
Faculty Associate: Brian Kokensparger, Journalism, Media and Computing
Date: April 5, 2016

Creighton is located in close proximity to some of the most vibrant and historical places in the city. Opportunities for our students to engage in meaningful learning experiences in these places abound. Come hear representatives from nearby community service agencies and cultural institutions discuss their needs with a special emphasis on things our students can do in a classroom extended beyond Creighton’s borders. Faculty and staff members will also discuss current programs that utilize place-based learning as an integral part of their curriculum. Bring your brainstorming cap and come prepared to think beyond the borders.
Implementing Outcomes for Assessment of Student Learning

Associate: Christina Murcek, College of Nursing
Date: October 7 and 21, November 12 and 19, December 8 and 12
(Offered at six different times)

You, your colleagues (to attend as a small group) and committee members to attend one of the three working session options. During each working session participants will become familiar with the following functions: 1. Entering outcomes in Blueline—at the subaccount or course level; 2. Creating a rubric in Blueline—at the subaccount or course level; 3. Adding outcomes to a rubric; 4. Extracting grading/learning data to evaluate class performance and learning outcomes; 5. Reviewing outcome data.

Teaching with Simulations and Games

Faculty Associate: Noam Ebner, School of Law, Werner Institute
Date: October 15, 2014

Experiential learning, utilizing educational simulations and games for student engagement and content learning, is a well-established teaching tool in some fields, and a relative newcomer (or anomaly) in others. In this session, we will discuss the educational rationales for using simulation and games in the classroom and learn some basic principles for design and conduct of such activities.

Experienced at teaching with simulations and games? Come share your experience and best practices in using theses methods with others.

Co-Curricular Assessment Cycle Workshops (Five-part Workshop Series)

Faculty Associate: Brian Kokensparger, Journalism, Media and Computing
Date: October 29, November 5, 12, 19, and 26

If you are a co-curricular program assessment coordinator and you don't know where to start, or you need a little structure to get you moving in the right direction, this workshop is for you! This workshop focuses on the special needs of co-curricular programs as they assess student learning. Five weeks of 1.5-hours workshops begin with articulating learning objectives through how to design instruments to assess those objectives, then when and how to collect, analyze, and report the results in TaskStream. By the end of the workshop, you should be well on your way to completing the assessment cycle with your own program!

Assessment Mentoring Informational Program

Faculty Associate: Katie Huggett, School of Medicine
Date: January 26, 2016

- Do you wonder how Assessment differs from Evaluation?
- Are you interested in learning how to use assessment data to improve your teaching or promotion dossier?
- Do you have questions about using BlueLine to manage and explore assessment data?

Register to attend the Assessment Mentoring Informational Program to find the answers to these questions and learn more about the assessment topics.

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Teaching by Design: Engaging Students in Creating Educational Games
Presenters: Noam Ebner, School of Law, Werner Institute
Date: March 6, 2015

Experiential learning, such as teaching through simulations and games, has been shown to be an effective method for conveying content and generating student engagement. However, it is very much instructor-led; in the sense that an expert-teacher designs activities for students to participate in, and prepares the learning material surrounding the exercise (debrief sessions, reflection papers, etc.). Might students benefit by proactively engaging in the creative role of designing the student activities themselves? In this workshop, we will discuss the implications of this research-based approach, and participants will be invited to consider how they might conduct such activities within their own course framework.

Using What’s Already in Your Classroom: Leveraging Free or Inexpensive Technology to Gather Data about Your Students’ Learning (2-part series)
Faculty Associate: Brian Kokensparger, Journalism, Media and Computing
Date: March 25 and April 1

Do you have a difficult time finding direct measures to determine what students have really learned in your course (over what the students think they have learned)? Do you wonder if there are other ways you can assess student learning? This two-part seminar will introduce you to a variety of direct measurement techniques that you can take back to your classroom and try. The focus will be on using technology and data that are free or inexpensive – some of which you may currently have in your hands and don’t know it! Theses techniques will be useful for classroom instructors as well as both academic and co-curricular program assessment coordinators.

Best Practices in Rubric Development
Associate: Christina Murcek, College of Nursing
Date: April 14, 2015

Let’s explore what assessment experts recommend as best practices in rubric creation. Bring a rubric that you would like to improve or an assignment that needs a rubric created to this session in order to use the recommendations to help best formulate the criteria, fixed measurement scale and/or descriptions of characteristics for each point. If time permits, demonstration of and adding rubrics to BlueLine for grading in SpeedGrader will be provided in the computer lab for those who may have questions.

C3: Collaborative Curricular (re)Construction
Faculty Associate: Gintaras Duda and Creighton Faculty
Date: May 1, 2015

The C3 pilot project began in the fall 2013 semester and brought faculty from the across the University together along with their student co-designers to identify a course that would benefit from student input and curricular redesign. The C3 pilot project proposed to help institute course revision and pedagogical reform through a partnership between students and faculty. What a radical notion! Most faculty development focuses on faculty learning from and teaching each other.

Those who participated in the C3 pilot project benefited from the collaboration and experience of the project. Therefore, the C3 project was again held in the fall 2014 semester and brought together a second cohort of faculty and students who identified a course that would benefit from student input and curricular redesign.
Interpersonal Trust: Across Professions and in Our Classrooms

Faculty Associate: Noam Ebner, School of Law, Werner Institute
Date: September 30, October 16, October 29 (Offered at three different times)

The concept of interpersonal trust holds great importance across many disciplines. The work of doctors, attorneys, social workers, religious leaders, mediators and many others is greatly facilitated by their counterparts placing trust in them. This importance notwithstanding, trust is rarely addressed directly in the teaching of various disciplines. This workshop will address the questions of what professionals need to learn about trust, and how this might best be taught. Turning that same lens inwards, participants will explore the roles played by trust in the classroom, discussing how we, as members of the teaching profession, can improve our teaching by applying a trust-lens to interactions in the classroom environment.

Quantitative Data Collection and Analysis (Two-part Workshop Series)

Faculty Associate: Brian Kokensparger, Journalism, Media and Computing
Date: October 30 and November 20

The workshops are created for faculty and staff users, of all skill levels, and designed with hands-on experience in quantitative data collection and analysis to interpret results.

- Workshop 1: Survey Design, Implementation and Management - This workshop will provide an introduction to survey theory and design. Bring your specifications (what you want to explore) and we will turn those specifications into survey questions using BlueQ.
- Workshop 2: Quantitative Analysis - This workshop will provide an introduction to quantitative analysis techniques. Bring your survey results and we will use the R statistical software package (freely available on the Internet) to analyze and interpret those results. Don't have survey results? That's okay, we'll provide results for you to use during this hands-on session.

Faculty Scholarship of Teaching and Learning (SoTL) Circle

Faculty Associate: Kathy Flecky, Department of Occupational Therapy
Date: Spring 2013 (met several times throughout the semester)

This interdisciplinary collaboration of colleagues represents an opportunity for faculty to develop and deliberate on meaningful questions related to their teaching and student learning and pursue a scholarly research project in a supportive, small group learning community. Participants will investigate questions and analyze the evidence on student learning while working on their own scholarship of teaching and learning research project with invited peer review and support from circle members.

Getting Assessment Data Out of BlueLine (Two-part Workshop Series)

Faculty Associate: Brian Kokensparger, Journalism, Media and Computing
Date: February 12 and February 26

BlueLine, our learning management system, provides multiple ways to collect assessment data automatically, if the course is set up right. These two workshops will give you hands-on experience in setting up your (or for resource staff, your program’s) BlueLine course to collect assessment data, and pulling the data out just in time for mid-term exams and at the end of the semester. Register for either one, or both!

- Workshop 1: Rubrics in Real Life: Collecting Assessment Data in Today’s BlueLine - Today’s version of BlueLine has some impressive rubric and outcome tools, but some instructors find it difficult to set them up in such a way that they will provide meaningful assessment data. This workshop will provide hands-on experience in setting up a rubric with “outcomes” (BlueLine’s version of our “objectives”), and then a workflow (with “cheat sheet”) for getting usable data out after the rubric has been applied and scored.
- Workshop 2: Item Analysis: Developing Individual Test Questions in BlueLine for Assessment Data Collection - Just in time for mid-term exams, let us introduce you to a new feature in BlueLine: Quiz Item Analysis. This tool allows instructors to
create individual questions (or a group of questions) that assess an individual objective. BlueLine does some of the analysis, but there is a workflow involved for instructors, especially when they wish to group test questions to assess an objective. This session will demonstrate how to use the Item Analysis tool, and how to do the additional analysis required to produce the results needed for inclusion in your assessment reporting (e.g. program, school/college, TaskStream).

### Interpersonal Trust: Taking Trust into the Classroom - Advanced Students

Faculty Associate: Noam Ebner, School of Law, Werner Institute

Date: March 5 and June 25 (Offered at two different times)

In the Fall of 2013, you attended one of the three Time-out for Lunch program “Interpersonal Trust: Across Professions and in Our Classrooms,” facilitated by Noam Ebner, from the Werner Institute, and Faculty Associate for the Office for Academic Excellence and Assessment.

In conjunction with the interactive fall sessions, Noam has scheduled spring workshop sessions to further engage conversation about teaching trust and explore the issues of trust. He will be conducting two sessions with the online students in the Negotiation and Dispute Resolution program, who will be on campus at Creighton as a part of their residency programs this month.

Advanced students are about six months into their graduate degree program. We will discuss trust and their understanding of it, and focus on how the topic might be taught. Students will form into workgroups, for the purposes of designing exercises or other teaching activities to teach the concept of trust.

### Interpersonal Trust: Taking Trust into the Classroom - New Students

Faculty Associate: Noam Ebner, School of Law, Werner Institute

Date: March 6 and June 27 (Offered at two different times)

In the Fall of 2013, you attended one of the three Time-out for Lunch program “Interpersonal Trust: Across Professions and in Our Classrooms,” facilitated by Noam Ebner, from the Werner Institute, and Faculty Associate for the Office for Academic Excellence and Assessment.

In conjunction with the interactive fall sessions, Noam has scheduled spring workshop sessions to further engage conversation about teaching trust and explore the issues of trust. He will be conducting two sessions with the online students in the Negotiation and Dispute Resolution program, who will be on campus at Creighton as a part of their residency programs this month.

New student are those who are two months into the Negotiation and Dispute Resolution program. We will implement some of designed exercises and teaching activities developed by the Advanced Students on the concept of trust.
Collaborative Learning Workgroup – College of Nursing
Faculty Associate: Anne Schoening, College of Nursing
Date: Fall 2012 (meet several times throughout the semester)

The group meets regularly to discuss common concerns and interests related to teaching and learning. Topics of discussion are driven by the members’ needs. A Collaborative Learning Workgroup will:

- Collaborative Learning: The Nuts and Bolts - This session will describe the research to support the use of collaborative learning in higher education. Practical suggestions for forming effective student teams, planning collaborative learning activities, and evaluating student work will be discussed.
- Collaborative Learning: Lessons from the Trenches - In this session, past participants in an AEA Collaborative Learning Workgroup will discuss how they have implemented collaborative learning principles in a variety of disciplines.

Integrated Learning: Benefits and Barriers
Faculty Associate: Joan Mueller, Department of Theology
Date: September 14, 2012

As universities around the country are responding to the challenges that technology presents to the learning process, Creighton has invested significant resources in both technology and expertise to advance faculty pedagogical proficiency while maintaining its central mission. Many Creighton faculty use integrated learning pedagogies, such as “flipped learning” and “blended learning,” to seamlessly integrate content delivery technologies within course design. This workshop will explore the concept of integrated learning and its advantages and challenges within the Creighton context. All faculty, regardless of technological abilities, are welcome!

Teaching Inside-Out: Designing the Integrated Course
Faculty Associate: Joan Mueller, Department of Theology
Date: September 28, 2012

As technologies for content delivery and student assessment have become more sophisticated, many educators are flipping their classrooms—delivering content and assessment online while using class time for active learning and student engagement of content. This workshop will explore best practices in integrated learning consistent with Creighton resources, mission, and support, as well as various models for the gradual implementation of integrated learning. All faculty, regardless of technological abilities, are welcome!

Integrated Grading: Exploring Assessment as Teaching
Faculty Associate: Joan Mueller, Department of Theology
Date: October 26, 2012

Turn grading into learning! Optimize the assessment process to encourage and challenge individual students consistent with Creighton’s mission of *cura personalis*! This workshop will explore the design of grading and rubrics to improve active learning and content mastery in integrated course design. The workshop will offer a series of concrete ideas to assess content comprehension, integration, and creativity in the learning process. All faculty, regardless of technological abilities, are welcome!
Conversations on Student Reflection: Pedagogies and Rubrics
Presenters: Kathy Flecky, Department of Occupational Therapy
Date: February 26, 2013

This session will highlight theories and pedagogies of reflection that offer a foundation for meaningful activities to enrich student reflective skills and offer strategies for assessment of reflection. This presentation will be of interest to both curricular and co-curricular programs.

Conversations on Student Learning with Others: Interprofessional Community Engagement
Faculty Associate: Kathy Flecky, Department of Occupational Therapy
Date: April 18, 2013

More and more student learning experiences are linked to service-learning and community engagement activities in an effort to meet course learning and program outcomes while simultaneously addressing community needs. This session will focus on engaged student learning and strategies of assessment of learning and community outcomes within the context of community experiences.

Interprofessional education fosters and facilitates faculty development, implementation, and maintenance of education, practice, research with collaborative efforts, commitment and shared language. Invited panel members with expertise in interprofessional education will share examples of fostering student learning in care teams through community engagement experiences. The panel will explore strategies for assessing outcomes with participants.