

Agents of Transformative Learning

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The Office for Academic Excellence and Assessment (AEA) has historically been tasked with advancing the assessment of student learning. For more than fifteen years, AEA, through various programs, has introduced innovative forms of teaching, developed faculty's reflective practices, and encouraged a variety of forms of assessing student learning. In essence, AEA works to empower educators as agents of transformative learning.

Developed by Mezirow, transformative learning theory is the process of perspective transformation, involving three elements: psychological (changes in understanding of the self), convictional (revision of belief systems, premises, assumptions), and behavioral.

As Mel Silberman reminds us, it's not sufficient to hear, see, or even do, we in higher education must share, dialogue, and teach or model for others. It is through these processes that we acquire knowledge, skill, and mastery; additionally, it is through these processes that we make evident the innovative teaching and student learning/mastery that occurs in our Jesuit, Catholic educational model.

These processes and models ensure that the "we" is all-inclusive by providing unique opportunities to partner in new ways with co-curricular programs' staff and even our students in exploring the nature of and methods of transformative learning, particularly in the Ignatian pedagogical tradition. The benefits of such partnerships is well documented and suggests we: gain a deeper understanding of learning; experience enhanced engagement, motivation, and enthusiasm; and collectively share a responsibility for improving our and others' learning.

The Creighton teaching and learning community is invited to share perspectives or even challenge traditional assumptions by: joining us in an exploration of collaborative and innovative teaching practices; utilizing a variety of faculty/assessment mentoring resources; and celebrating a variety of creative methods by which to study and assess our students' learning, as showcased in the 2013-2014 AEA Development Grant Series and the inaugural recognition of the Distinguished Educator in Teaching as Scholarship award.

This year's AEA programs are as diverse as your teaching-learning interests and offered in a variety of venues (distance, online, and face-to-face) and formats (single session trainings, 60-90 minute presentations and/or semester-long series).

As we begin the 2013-2014 academic year, it is imperative that we come together to discuss and celebrate being agents of transformative learning. You are

invited to join in and contribute to these explorations and discussions by finding the topic and learning community that best matches your interest and availability; you are encouraged to begin our academic year with your own commitment to teaching, learning, and reflective evaluation, as guided by Ignatian pedagogy and the Creighton tradition. When we (faculty, staff, students) join together as a collaborative, educational community, we become Agents of Transformative Learning.

For inquiries about faculty development programming, contact Michele King at 402.280.3036 or Mary Emmer at 402.280.1109.

When I only **hear**, I forget.
When I **hear** and **see**, I remember a little.
When I **hear**, **see**, and **ask questions** and **discuss** with someone else, I begin to understand.
When I **hear**, **see**, **question**, **discuss**, and **do**, I acquire knowledge and skill.
When I **teach** someone, I master what have learned.

Mel Silberman's Active Learning Credo (2006)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Developing Agents of Transformative Learning

Interpersonal Trust: Across Professions and in Our Classrooms

Facilitator: Noam Ebner, School of Law, Werner Institute

Three options for participating in this workshop are available.

All sessions will be held in the Law School's Werner Institute Conference Room LAWC-WRN.

Monday, September 30, 2013-noon-2:00; Skype

Wednesday, October 16, 2013-9:00-11:00; on campus

Tuesday, October 29, 2013-noon-2:00; Skype



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.

What's in a Name? Scholarly Teaching and the Scholarship of Teaching and Learning

Facilitator: Kathy Flecky, OTD, OTR/L, Department of Occupational Therapy, SPAHP Office of Interprofessional Scholarship, Service & Education (OISSE)

(Wednesday, October 23, 2013-11:30-1:00; Skutt 105)



Critical reflection and deliberation on the commonalities and differences between scholarly teaching and the Scholarship of Teaching and Learning (SoTL) provide an opportunity to enhance our teaching effectiveness and optimize student learning. This workshop will challenge you to conceptualize scholarly teaching and SoTL in novel ways and provide resources and strategies to reflect and become deliberate in your teaching, student learning, and scholarship.

Quantitative Data Collection and Analysis Series

Facilitator: Brian Kokensparger, College of Arts & Sciences

This series of two workshops will provide hands-on experience for users in quantitative data collection and analysis to interpret results. It is created for faculty and staff members who have little or no experience in quantitative analysis or those skilled in the analysis who want to brush up on their skills.

Workshop 1: Survey Design, Implementation and Management

(Wednesday, October 30, 2013-11:30-1:00; HCCA 207)

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

(Wednesday, November 20, 2013-11:30-1:00; HCCA 207)

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.



Distinguished Educator Award

In recognition of Creighton's long history in the advancement of teaching that has led us from good to reflective teaching, from Ernest Boyer's Teaching as Scholarship to Lee Shulman's Scholarship of Teaching and Learning, we celebrate our Jesuit pedagogical and campus traditions, by announcing the creation of the Creighton University Distinguished Educator in Teaching as Scholarship Award. The 2014 Founders' Week Convocation will recognize the inaugural recipient(s) of this award.

For more information, see <http://www.creighton.edu/aea/distinguishededucatorinteachingasscholarshipaward/index.php> or look for the Call for Nominations, Fall 2013.

AEA DEVELOPMENT GRANT SERIES

The Office for Academic Excellence and Assessment annually sponsors the AEA Development Grant Program to provide “seed” money for a work in its early stages that is relevant to the assessment of student learning or develops a Scholarship of Teaching and Learning (SoTL) project. This luncheon series of presentations is designed to familiarize the campus with the grant recipients and their projects. You will have an opportunity to hear about the AEA Grant Application process and how you can apply for 2014 funding. This year’s Development Grant projects are grouped thematically so 2-3 projects will be presented during each luncheon. **Watch for our e-mail announcements.**

Scholarship of Teaching and Learning

(Thursday, October 10, 2013-11:30-1:00; Skutt 104)

“The Institute for Embodied Learning: A Study on the Impact of the Enneagram on Student Learning”

Faith Kurtyka, Ph.D., Anne Dimond, Liz Ivkovich, *Department of English*

“A Hybrid Approach to Logic Instruction in Philosophy: Proposal for a Scholarship of Teaching and Learning Project”

Kevin M. Graham, Ph.D., *Department of Philosophy*

“The Perceptions of Using Online Story Telling: From Course Material to Student Constructivist”

Donna Ehrlich, Ph.D., *Ed.D. in Leadership Studies Program*

Ignatian Values

(Tuesday, November 5, 2013-11:30-1:00; Skutt 105)

“Effect of an Educational Intervention on Incorporation of Ignatian Values into Continuing Medical Education at a Jesuit Medical School”

Sally O’Neill, Ph.D., Lee E. Morrow, M.D., Mark A. Malesker, PharmD, James Clifton, S.J.

Department of Medicine, Department of Internal Medicine, School of Pharmacy and Health Professions, VPHS

Innovation

(TBA Spring 2014)

“Impact of iPad Use on Student Learning”

C. Timothy Dickel, Ed.D., Maya M. Khanna, Ph.D.

Department of Education, Department of Psychology

“Making the Grade: Implementing Uniform Grading Procedures in Courses Offered Across Two Modalities”

Jacqueline N. Font-Guzman, J.D., Ph.D., Noam Ebner, LL.M., *School of Law, Werner Institute*

“Engaging Occupational Therapy Students on Level II Fieldwork through the Use of Synchronous Online Discussion Groups”

Andrea Thinnis, OTD, OTR/L, Anna Domina, OTD, OTR/L, *Department of Occupational Therapy*

Interprofessional and Team Based Learning

(TBA Spring 2014)

“An Investigation of the Influence of Previous Team Experience on Medical Students’ Attitudes about the Value of Teamwork”

Kathryn N. Huggett, Ph.D., Thomas Pisarri, Ph.D., Kathryn Istas, M.P.H., *School of Medicine*

“Health Science Student Readiness and Perceptions of Interprofessional Education: A Pilot Study”

Lindsay Iverson, DNP, APRN-NP, ACNP-BC, Jodi Seevers, MBA, NRP, Cathy Carrico, DNP, APRN-NP, Kim Hawkins, MS, APRN-NP,

Meghan Potthoff, MSN, APRN-NP, *College of Nursing, Emergency Medical Services Program*

“Teaching Students How to Define Occupational Therapy to the Public and Peers Using a Constructivist Model”

Amy Matthews, OTD, OTR/L, Brenda Coppard, Ph.D., OTR/L, FAOTA

Department of Occupational Therapy, School of Pharmacy and Health Professions

Service-Learning

A fundamental part of Creighton’s mission and a characteristic that distinguishes our university from others is service-learning. It is our resolute focus and continuing effort that extends beyond the brick and mortar of our classrooms into the communities in which we live and serve.

A service-learning toolkit and faculty development tutorials are designed to inspire faculty, through these foundational “nuts and bolts” documents, to develop, implement and evaluate their own service-learning partnerships and experiences in their communities.

Creighton University has been recognized in the President’s Higher Education Community Service Honor Roll since 2006. The Honor Roll recognizes institutions of higher education that support exemplary student community service and service-learning programs. During the 2011-2012 academic year, Creighton’s students, faculty and staff were involved in more than 800 service programs locally, regionally, nationally and internationally, and students contributed more than 389,000 volunteer hours.

About Us

Office for Academic Excellence and Assessment

Dedicated to significant issues in teaching, learning, and assessment, the Office for Academic Excellence and Assessment provides ongoing support and resources to enhance teacher effectiveness and student learning. To that end, the Office:

- Provides teaching, learning, and assessment workshops and consultation to individuals and groups, both in general and at the request of individuals, departments, and schools / colleges.
- Manages an interdisciplinary team of AEA Associates to provide programming, consultation, and outreach.
- Develops, promotes, and evaluates programs directed to enhancing teaching, student learning, and assessment of student learning at all levels of the learning process (i.e., class, program, college/school, and institution);

- In addition, this office manages Service-Learning Efforts, TaskStream Assessment Management System Campus Integration, Institutional Research, Academic Program Reviews, and HLC Accreditation Planning.

Located in Brandeis 111, AEA is open for drop-in questions or to browse current teaching, learning, and assessment books and journals.

To learn more about assessment, SoTL, effective teaching methods, or how you can be a part of AEA, contact Mary Ann Danielson at 402.280.2535.



Mary Ann Danielson, Ph.D.

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University Assessment Committee

The University Assessment Committee (UAC) is a presidentially-appointed committee designed to foster communication between all colleges, schools, and divisions that facilitate and assess student learning. The UAC works to promote an integrated culture of assessment, consistent with the Creighton mission. The committee is charged to coordinate assessment at the University level, represent all colleges and schools in articulating an integrative assessment program, provide feedback and assistance to programs, colleges, and schools, and generally advance efforts to enhance University support for assessment.

2013-2014 Committee Members

Mary Ann Danielson (Chair), Academic Excellence and Assessment
Jim Bothmer, Health Sciences Library
Eileen Burke-Sullivan, Graduate School
Tracy Chapman, Center for eLearning and Academic Innovation
Brenda Coppard, School of Pharmacy and Health Professions
Craig Dallon, Law School
Gintaras Duda, Core Curriculum
Kevin Graham, Magis Core Curriculum
Holly Harris, College of Arts and Sciences
Katie Huggett, School of Medicine
Gail Jensen, Graduate School and University College
Pat Kelsey, School of Dentistry
Michele King, Academic Excellence and Assessment
Jim Knudsen, College of Business
Brian Kokensparger, College of Arts and Sciences
Chad McBride, College of Arts and Sciences
Susan Naatz, University Ministry
Mike Pieper, Information Technology
Anne Schoening, College of Nursing
Amy Wilson, School of Pharmacy and Health Professions
Wayne Young, Jr., Student Life

Mentor Program

The Office of Academic Excellence and Assessment has established a cadre of faculty assessment mentors to assist individuals, programs, and departments in conducting the many activities that compose quality assessment. This group of individuals is available to assist in those activities, but they are not available to "do your assessment work." When an individual, program, or department has needs in the area of assessment, you can request mentoring assistance.

Institutional Research

The Institutional Research Office is the primary resource for university-related data. The Office completes all external surveys and questionnaires which relate to national rankings and reports as well as coordinates, analyzes and interprets data from recurring and ad hoc projects involving Creighton students, faculty and alumni. It provides "snapshots" of relevant findings to Creighton faculty, staff and administrators through the Creighton University Fact Book and a yearly series of Research Bulletins.

Academic Program Review

Program review is an evaluation process that allows an institution to review and ensure quality assurance for all degree programs, majors and certificate programs. An assumed practice for all institutions accredited by the HLC is a regular program review process. Systematic program review provides a number of benefits to include: Evidence of educational quality and consistency with national trends and Documentation of student performance and achievement of state program outcomes within the context of the University mission.