

15<sup>th</sup> Annual  
LiÁy Conference on College & University Teaching-West  
March 14 & 15, 2003 ☞ Pomona, California

## Program

Friday ☞ March 14, 2003

**8:30am-5:30pm**      **Registration & Resource Fair**      **Registration Area**

Pick up your conference materials and explore the information and resources available on college & university teaching. Participants are invited to display program materials to share with their colleagues. There also will be a table to place/find extra session handouts.

**9:00am-10:15am**      **1 ☞ Welcome & Opening Plenary**      **Auditorium**

### **Welcome**

International Alliance of Teacher Scholars  
Miami University

### **Opening Plenary**

#### ***How Muslim Students Experience Western Classrooms***

**Christine Asmar**, *Institute for Teaching and Learning*  
The University of Sydney

In this interactive workshop we will consider some research findings from a study of how Muslim students experience western universities. The findings suggest that, for practising Muslims interviewed in both Australia and the United States, meeting both religious and academic obligations can sometimes be a challenge. Certain stereotypical expectations of Muslims, particularly in relation to female students wearing the *hijab* (headscarf), may also be affecting students' sense of belonging to the university community. The data also suggest, however, that non-Muslim students and faculty may need to reconsider some widely-held preconceptions. In this session the emphasis will be on active participation in discussions involving both students and faculty. Among other things we will consider the broader implications for university teaching and learning of how to engage with difference in ways that enhance the learning experience of all students.

**10:30am - 11:15am**

**Concurrent Sessions**

**East 2**

**2A ☞ *An Introduction to Faculty Learning Communities***

**Milton D. Cox**, *Teaching Effectiveness Programs*

Miami University

Community is often missing in higher education, where connections within classrooms and across disciplines and institutional units are often overlooked. This session will review these chasms and introduce faculty learning communities (FLCs), an initiative in higher education supported by several grants, including FIPSE. An FLC Program achieves for faculty most of the outcomes of student learning communities: increased interest and innovation in learning, retention, active learning, rate of intellectual development, and civic contributions to the common good. We will see examples where the safety and support engendered in a community enable faculty risk taking and the achievement of both individual and team objectives. This session provides a general overview of FLCs and should help you decide whether this approach is of interest to you and your campus.

**Campus Vista**

**2B ☞ *Intelligentsia, Activism, and Community: Community Problems in the Classroom***

**Jasia Chitharanjan**, *School of Health Promotion and Human Development*

University of Wisconsin-Stevens Point

Learn how to foster community activism within university students by engaging in the “perspective” approach to community problem solving. We will discuss the role of the student “expert” in helping communities examine their complex problems. In this approach, students learn how to define a problem from different perspectives such as interest groups, affected people, decision-makers, etc.; how to gather information for problem-solving, and how to use teamwork as a solution.

**Garden Vista**

**2C ☞ *Developing a Web-Based Course: The Critical Aspects***

**Kathleen Bowles & Annita Watson**, *Nursing*

California State University, Sacramento

This presentation focuses on the development of a Web-based course designed for use by three distinct learning groups: nursing majors, majors from other health-related disciplines, and practicing nurses in the community. The course is designed as a self-instructional tutorial with experiential learning components and student assessment. Content from an existing classroom course was modified and enhanced for Web use. All aspects for course development will be addressed. Feedback on student participation and course effectiveness will be included.

**Valley Vista**

**2D ☞ *To Synthesize or Not to Synthesize? Introducing Classroom Digital Video Manipulation***

**Suzanne Arakawa**, *Humanities - English*

Claremont Graduate University

Since Marshall McLuhan’s theoretical distinction between “hot” and “cool” media, and with increased access to video display technology in classrooms, video inclusion in college curricula has increased dramatically. Now that digital camcorders and editing applications

have become affordable, video use can be taken one step further. This session will demonstrate how digital video manipulation can extend students' abilities to synthesize theory and praxis and strengthen their abilities to work collaboratively in an enhanced social learning environment.

## **Auditorium**

### **2E ☞ *Five "Sweatless" Steps: Having Students Design a Web site in Any College Course***

**Paula Boxie, *Teacher Education***  
Miami University

In an age of the cyber-revolution, no student can afford to be technologically illiterate. This presentation will explain how college students can simply create a web site in their college-based courses. I will share data from student reflections and project performance criteria. I will also discuss limitations the students faced while engaged in this project. This classroom experience will provide an opportunity for students to develop their technological skills while increasing and applying content knowledge.

**11:30am - 12:15pm**

**Concurrent Sessions**

## **East 2**

### **3A ☞ *Designing and Implementing an FLC Program on Your Campus: Some Guidelines, Questions, and Answers***

**Milton D. Cox, *Teaching Effectiveness Programs***  
Miami University

This follow-up session on FLCs will guide faculty and administrators interested in FLCs through some issues and examples of the design, implementation, and leadership of FLCs. Although thorough coverage of this topic can involve a 2-day workshop, we will cover some areas of interest to those in the session. After noting the 30 components of an FLC, participants will have an opportunity to ask about implementation strategies for components of interest at their institutions. Important issues include assessment of outcomes, selection of FLC facilitators, involvement of students, development of the scholarship of teaching, course mini-portfolios, and development of community. Participants will receive a planning guide.

## **Campus Vista**

### **3B ☞ *Technological Hardiness: What It is - Why Students Need It***

**Marilyn Smith Stoner, *Nursing***  
California State University, Fullerton

Educators consistently include approaches to develop the physical and psychosocial hardiness of students. However, in an increasing technologically mediated learning environment, a consistent approach to developing the cognitive, motor, and affective technical skills necessary to learn are not explored. This presentation will present a preliminary model for developing technological hardiness and suggest practical approaches for faculty to use in college courses taught in a traditional or distance environments.

Garden Vista

**3C ☞ *From Concepts to Reality: Getting the Most From Case Studies***

**David A. Sandmire**, *Department of Biological Sciences*  
University of New England

The presenter will provide practical advice on the writing of case studies, placing emphasis on how a case study can efficiently integrate many course concepts and even serve as an unconventional review session. Using a case study can be an effective way to answer the age-old student question, "Why do I need to know this?" A sample case study in the biological sciences will provide a framework for discussion.

**Valley Vista**

**3D ☞ *A Professional Portfolio Approach to Encourage Self-Reflection and Creativity***

**Chen Ferguson**, *Business Technology Education*  
Miami University - Hamilton

How can teachers prepare students for a successful transition to the workforce in this tough job market? This paper summarizes experiences that required students to prepare professional portfolios. Teachers from all disciplines can take away with them the thought of how they can introduce this professional portfolio approach into their courses to encourage reflection and enhance student employability.

**Auditorium**

**3E ☞ *Using Online Group Discussion to Facilitate Student Learning***

**Xiang Fang**, *Management Information Systems*  
Miami University

This presentation discusses what an online discussion group is and why it may enhance students' learning and faculty members' teaching. The presentation will offer the audience advice regarding how an online discussion group is designed and student learning is measured. Specifically, the information includes software usage, treatment and control group design, confounding factor control, and students' perception and performance measurement. The presenter and audience will confer on the application of online discussion group across disciplines.

**12:15noon**

**Lunch ☞ Tables by Discipline**

**Dining Room**

*Sit at the table of your choice. Choose from among:*

1. Accounting, Business, Management, Marketing
2. Lab Sciences, Biology
3. Computer Science/Information Systems
4. Economics
5. Education
6. Engineering
7. English/Writing, Journalism, Communication
8. Fine & Performing Arts
9. Humanities/Languages/Philosophy/Interdisciplinary Studies
10. Mathematics/Statistics
11. Medical, Nursing, Health-Related
12. Political Science, Psychology, Sociology, Social Work
13. Faculty/Instructional Development

**1:30pm - 3:00pm**

## **Concurrent Workshops**

### **East 2**

#### **4A ☞ *Interactive Teaching Promotes “Inner Active” Learning***

**Renee Ridley, Nursing**

Murray State University

Interactive teaching/learning can be fun and productive! Learning styles are contrasted as we propose that students today learn better when they are “inner actively” challenged to critically think. We will share examples of games, role playing, the use of food and props, case studies, and review strategies. Be ready to “think on your feet!”

### **Campus Vista**

#### **4B ☞ *Spreadsheet-Based Simulations and Games for Teaching History: Game and Workshop***

**Jim Brown, History**

Samford University

Historical games/simulations are made easy with spreadsheets. There will be a brief explanation of the presenter’s take on one modern historical progression - the “folk consciousness to political nationalism” process so common in the 19<sup>th</sup> century in central and eastern European ethnic groups - is followed by audience “playing” of one such game. Then the presenter will explain how easily the mathematical formulas imbedded in spreadsheets can be derived from precise verbal description of historical process. Last, the audience will explore ideas for their own games/simulations.

### **Garden Vista**

#### **4C ☞ *Designing Assignments and Rubrics: Help Your Students Write Better Papers***

**Richard M. Shaw & Mary Ellen Pull, English**

North Dakota State University

This workshop will give instructors practice and advice in designing effective guidelines and efficient evaluation instruments for a variety of writing assignments in their disciplines. Small groups will work together to assess sample assignments and create assignment guidelines. Then, each individual will create a writing assignment and grading rubric for evaluation by peer group.

### **Valley Vista**

#### **4D ☞ *Getting Students to Participate in Class Discussion ??? A Qualitative Model***

**Terry Doyle, Center for Teaching, Learning and Faculty Development**

Ferris State University

Faculty would never let students choose not to write a paper or to not take a test so why do we let them choose not to take part in classroom discussions? Find out how the real world participation method works and why it is so important for helping students develop their oral communication skills. This session guarantees better classroom discussions or you can return the knowledge for a full refund.

**3:15pm - 4:00pm**

## **Concurrent Sessions**

### **East 2**

#### **5A ☞ *Assessing Grades for Service Learning Projects***

**Kevin L. Burr**, *School of Technology*  
Brigham Young University

Many institutions continue to incorporate service learning as “service projects,” not specifically tied to learning outcomes. A challenge for service learning is the cognitive assessment of students upon completion. A break from traditional classroom instruction requires a break from traditional evaluation techniques. This presentation will address assessment methods developed during 15 years of implementing different service learning experiences. A model for service learning assessment was developed to effectively calculate student performances to satisfy grading requirements.

### **Campus Vista**

#### **5B ☞ *A New Approach to Facilitating Learning With Technology***

**Katherine Bolman**  
University of Phoenix

Although there are many collections of lesson plans and massive amounts of information about any subject on the Internet, we, the professors, have not developed a course for the use of individuals attempting to gain deep understanding of a subject. The presentation will engage college teachers by demonstrating the use of an information-rich Web site as an integral part of courses in art, art history, social studies, geography, and literature. The Web allows one to gather, in one place, a huge amount of material and present it in a new light. This site engages students in the material because it is question-based. It builds on the work of David Perkins, *Teaching for Understanding*, and uses all of the multiple intelligences described by Howard Gardner.

### **Garden Vista**

#### **5C ☞ *The McGowan Student Learning Community Program: A Pilot Program for Collaborative Learning for Students of Color***

**E. Roger Stephenson, Kenneth M. Sroka, Lawrence Jenkins,**  
& **William Randall**, *English*  
Canisius College

This session is a progress report on the McGowan Learning Community Program at Canisius College. The Program, for graduates of color from Buffalo, New York, city schools, provides 4-year tuition and room/board scholarships and centers on collaborative learning core courses. The session will involve a collaborative learning demonstration model together with a review of data on the “learning community” experience at Canisius.

## Valley Vista

### 5D 🌀 *Student-Centered Knowledge as a Learning Lab*

Joseph William Dorsey, *Interdisciplinary Studies*  
Miami University

Higher Education & Learning Program for Environmental Responsibility (HELPER) is a multi-phased, multi-directional learning and mentoring system that provides academic guidance to address intellectual, philosophical, and practical needs of students interested in environmental issues and careers. This session will explain the fundamentals of HELPER, describe the learning lab course, and discuss the effectiveness of the pre/post test study. It is for those interested in the conceptualization, operationalization, and evaluation of a learning system. Handouts about HELPER will be provided.

4:15pm – 5:45pm

## Concurrent Workshops

### East 2

#### 6A 🌀 *Constructivism as a Learning Model in the Classroom*

Shari S. Stoddard, *Art Education*  
Central Washington University

Following the presentation of basic information regarding constructivism, and four assertions regarding the acquisition of knowledge held by the Center for Teaching and Learning at Central Washington University, participants will be shown how the four assertions may be applied to a class activity in which students try to define the term “art”. Participants will engage in some of the activity. Handouts will be provided.

### Campus Vista

#### 6B 🌀 *Counting Chickens (After They Hatched): Using Appreciative Inquiry to Enhance Student Learning*

Mark Stoner, *Communication Studies*  
California State University, Sacramento

In this active workshop, you will learn the concept of appreciative inquiry, explore how it can be used in planning and assessing your own courses, create a plan for using appreciative inquiry. You’ll discover a powerful tool for encouraging the best possible performance from yourself and your students. By setting aside criticism and evaluation for creative and collaborative thought, you’ll discover that “counting your chickens” after they’ve hatched pays off!

### Garden Vista

#### 6C 🌀 *Enhancing Students’ Learning: Using Critical Thinking From the Perspective of Different Disciplines*

Shawn Banasick, *Geography*; Andrew Barnes & Jane Beckett-Camaratta, *Political Science*; Jonathan Fleming, *Architecture*; Yuko Karahashi, *Theatre*; Scott Scherer, *Art*; Jay D. Sloan, *English*; Matthew Weinstein, *Teaching, Leadership, & Curriculum Studies*; Don A. Wicks, *Library & Information Science*; & Kathleen O. Williams, *Adult Nursing*

Kent State University Junior Faculty Learning Community

In this interactive session, teaching scholars from many disciplines explore the terrain of critical thinking with participants. They share methods and exercises they have created to enhance their students’ critical thinking. This session concludes with heuristic questions. How might each of us, from varying disciplines, deepen critical thinking through critical reflection and

inquiry into our own teaching? What might we learn collectively about critical thinking from these examples and those generated in the session?

## Valley Vista

### 6D ☞ **Cooperative Student-Oriented Faculty-Based Learning Centers Across Disciplines**

**Ronald J. Bieniek, Physics & Janet S. Zepernick, English**

University of Missouri-Rolla

This session will describe how a faculty-based cooperative student-oriented learning center can be a low-cost, low-institutional-stress approach to fully implement the *Seven Principles of Good Practice in Undergraduate Education* for foundational courses across a range of disciplines from physics to English. The center is staffed by faculty who participate in lieu of office hours and by trained undergraduate teaching assistants. Students increase mastery of course material and the learning process, while gaining leadership/teamwork skills in an atmosphere of learning community camaraderie.

**6:30pm Dinner Dining Room**

**7:30pm- 7 ☞ Post-Prandial Activities Auditorium**

**9:30pm** Join your colleagues for libation and snacks while you explore collaboration and competition in educational games.

## Saturday ☞ March 15, 2003

**8:30am- Registration & Resource Fair Registration Area**

**2:00pm** Explore the information and resources available on college & university teaching. Participants are invited to display program materials to share with their colleagues. There also will be a table to place/find extra session handouts.

**9:00am- 8 ☞ Plenary Workshop Auditorium**

**10:00am** *"An internationally focused, interdisciplinary based, inquiry approach, with hands on projects, student exhibitions, case studies, with holistic assessment, teacher as facilitator, students taking ownership of their own learning processes way to teach!": Any Questions????*

**Frederick J. Baker, Education**

California State Polytechnic University - Pomona

Based upon extensive research regarding the teaching and learning process, this presentation will share models that extend beyond the regular university classroom. In keeping with the "Arts and Crafts" metaphor of this conference, simple examples will be extended to bring students, departments, colleges, and beyond, into a framework uniting colleagues from disparate disciplines. The presenter, an international teacher educator, will provide participants with examples he has helped develop with both general education and teacher education programs around the world.

**10:15am - 11:00am**

**Concurrent Sessions**

**East 2**

**9A ☞ *Teaching With Style 1: Traditional Classroom Environment***

**Laurie Richlin**, Preparing Future Faculty  
Claremont Graduate University

Teaching styles of Expert, Formal Authority, Personal Model, Facilitator, and Delegator and their relationship to student learning styles of Independent-Dependent; Collaborative-Competitive; Participant –Avoidant will be examined. The different ways that information about teaching and learning styles can be used to create engaging classroom methods will be presented. Session will model active learning strategies through the use of case study, video trigger stimuli, and small group interactions. Pick up Inventories at Registration Desk for this session.

Campus Vista

**9B ☞ *A Comprehensive Approach to Online Education***

**Nancy Prince-Cohen**, Education  
California State Polytechnic University - Pomona

Online teaching is in demand. Its practical benefits are apparent. Its academic benefits are often questionable. This session will discuss a hybrid approach to online teaching and learning in which the practical benefits are exploited, while the academic benefits are embraced. Lessons are video streamed, available for repetition and review. Individual choice and responsibility are integral features of this approach. Students are encouraged to learn in the styles that are most beneficial to them.

**Garden Vista**

**9C ☞ *Course Transformation: Strategies for Multicultural Inclusiveness From a Small, Private University***

**Teresa Robbins**  
*Institute for Multicultural Research & Campus Diversity*, University of La Verne  
& *Preparing Future Faculty Fellow*, Claremont Graduate University

This presentation will discuss the importance of multicultural inclusiveness in the classroom in terms of course content, instructional strategies, and classroom dynamics. Drawing examples from a multicultural course transformation program at a small, private university, this presentation will identify course components that should be addressed when transforming a course and provide practical examples of how to do so. Participants will discuss strategies for creating an inclusive classroom and will receive references addressing course transformation and assessment.

**Valley Vista**

**9D ☞ *Junior Faculty Participation in Curriculum Change***

**Judi Hetrick**, English  
Miami University

Participation in curriculum change can be both a necessity and a professional landmine for junior faculty members. They need not, however, choose between sitting on the sidelines and sacrificing careers by working for large-scale change. The literature contains information that can be built into a framework for effective participation in curriculum change. This presentation will discuss the elements of successful curriculum change, roles junior faculty can play and roles they should avoid -- or accept with caution.

## 11:15am-Noon Concurrent Sessions

Campus Vista

### 10B ***Classroom Research and Assessment Techniques in Higher Education***

**Kathleen Poindexter**

*Department of Nursing, Ferris State University*

*The Graduate School, University of Maine*

This seminar will focus on various methods of classroom research and assessment as originally developed by Cross and Angelo and later applied by teacher scholars across multiple disciplines and academic levels. The goal of classroom research is to provide the faculty member with a set of tools to systematically evaluate the relationship between teaching and learning taking place in the classroom. These small scale assessments conducted continuously within the class provide the teacher with the information needed to improve learning directly and guide instructional decisions.

### Garden Vista

#### 10C ***Teaching, Learning, and Assessment***

**Penny L. Boileau, Education**

*University of Wisconsin-Stevens Point*

This session addresses creating instructional strategies to meet the needs of a variety of learners and aligning assessment techniques with instructional strategies. Instructional strategies explored include developing background knowledge and connecting new material to familiar experiences, presenting factual information using innovative methods, implementing hands-on-projects, and designing performance activities. Participants will learn how to design comprehensive lessons and units of study, and develop assessment tools aligned with instruction to improve instruction and student performance.

### Valley Vista

#### 10D ***Student Perceptions of Online Learning***

**Rob Schorman, History**

*Miami University Middletown*

Online assignments present several theoretical advantages when used to enhance a traditional class. This potential will not be fulfilled, however, if students find the assignments less engaging, convenient, or understandable than traditional pen-and-paper tasks. This presentation discusses the reactions of students in an American history survey course who were given both online and traditional assignments and they were surveyed on their experiences and preferences.

Taming the

### Auditorium

#### 10E ***Taming the Monster: Selecting, Personalizing, and Utilizing Course Materials for a "New Tech" Classroom***

**Michele G. Briscoe, Political Science**

*Miami University Hamilton*

Given the abundance of information faculty are presented with for course development and management, it can be overwhelming trying to integrate even one new thing into current course formats and outlines. This session will focus on sorting through materials and selecting those materials that will work right now. An existing classroom course will be used as a model

to demonstrate some ways to use readily available online sources and other web-based programs to make some changes to courses without stressing out in the process.

**12:00noon**

**Lunch ☞ Tables by Topic**

**Dining Room**

*Sit at the table of your choice. Choose from among:*

1. Classroom Assessment/Research
2. Collaborative/Cooperative Learning
3. Creating Learning Communities
4. Evaluating Teaching
5. Ethics in the Classroom
6. Grading
7. Teaching in the Diverse Classroom
8. Teaching in Research-Intensive Universities
9. Technology Across the Curriculum
10. Writing Across the Curriculum
11. Problem-Based Learning

**1:15pm - 2:00pm**

**Concurrent Sessions**

**Campus Vista**

**11B ☞ Teaching September 11**

**Paul Lyons & David Emmons**, *Division of Social Behavioral Sciences*

The Richard Stockton College of New Jersey

We will report on our experiences co-teaching an interdisciplinary course about September 11, for 250 students. The course's use of computer conferencing, a course web-site, a linked photographic gallery exhibit, extensive guest lecturers, and group projects will be explored. We are particularly interested in the use of such contemporary public issues in introducing non-elite, often first-generation undergraduate students to the life of the mind and to their responsibilities as citizens and voters in a democratic society.

**Garden Vista**

**11C ☞ A Constructivist Way to Teach Game Theory**

**Carsten Lange**, *Economics*

California State Polytechnic University - Pomona

**Amy L. Baylor**, *Educational Psychology and Learning Systems*

Florida State University

This presentation will demonstrate a constructivist educational approach to teach game theory more conceptually. Axelrod Tournament Multi User Simulation (ATMUS) is a computer-based teaching approach. Students can use the ATMUS software to create game theory strategies for a classroom tournament without any prerequisite programming skills. The tournament can be set up in a manner that is exciting for students. The presentation will provide an example from economics for an instructional strategy using ATMUS.

## Valley Vista

### 11D ☞ *Gender, Listening, & Learning: Enhancing Educational Environments Through Cognitive Styles Awareness*

Richard Hulme & John E. Karayan, *Business*

California State Polytechnic University - Pomona

There are a variety of preferred cognitive styles, which are influenced by gender as well as culture. This session presents the Raudsepp Model, and how to use it to better matching learning activities to various styles, and to enhance the functioning of student groups. Highlighted is a free, Web based, self-paced, automatic rating Inventory on the presenters' Web site, and how to use it easily so that students (and faculty) can divine their own preferences.

## Auditorium

### 11E ☞ *Active, Collaborative Techniques in Technical Subjects Address Non-Nerds' Learning Styles*

Patrick Paulson & Elizabeth Howard, *Computer & Information Technology*

Miami University

Recently, students with non-technical backgrounds are taking computer courses. This may be due to the pervasiveness of computers in society or the job market in computing-related fields. In this session we will describe how we have used collaborative and active learning to address the increasingly diverse learning styles of students attracted to technical fields. We will give examples from first-term and more advanced courses.

## 2:15pm - 3:45pm      Concurrent Workshops

## East 2

### 12A ☞ *With or Without Tenure? The Future Faculty Talks About Teaching*

2002-2003 Preparing Future Faculty Fellows: Tamer Balci, *History*; Emma Daugherty, *Education*; Nicole Farrand, *Art*; James Griffith, *Philosophy*; Ken Howarth, *Philosophy*; Sara Jones, *Politics and Policy*; Volkan Kalender, *Politics and Policy*; Nikko Mueller, *Art*; Hui Liang Ni, *Religion*; Sarah Smith Orr, *Education*; Teresa Robbins, *Psychology*; Daisley Shealor, *Art*; Weijiang Zhang, *Education*

Claremont Graduate University Preparing Future Faculty Fellows

The impact on students, institutions, disciplines, and faculty members of reliance on contingent faculty appointments has been highlighted recently by national organizations such as the American Association of Colleges & Universities, the Association for the Study of Higher Education, and the Council of Graduate Schools. In this session, the CGU PFF Fellows will explore the topic of tenure-track vs. full-time contract appointments and will discuss how the faculty of the future sees its role in the colleges and universities of the 21<sup>st</sup> century.

## **Campus Vista**

### **12B 🌀 *Leaping Into Cyberspace: Challenges of Online Teaching***

**Paivi Hoikkala, History & Susan B. Rogers, English and Foreign Languages**  
California State Polytechnic University - Pomona

Are you using web pages as a tool in your classes? Are you considering making the leap into online teaching? This interactive session will explore the challenges of online teaching, based on the seven principles of good practice in undergraduate education. You will leave this session with materials to help you launch your online course.

## **Garden Vista**

### **12C 🌀 *Crafting Collaborative Self-Assessment Through Reflective Peer Coaching***

**Dale Vidmar, Library and Information Science**  
Southern Oregon University

Thomas Angelo said, "the quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching." Participants in this workshop will have the opportunity to delve into a peer coaching model for improving teaching and learning by examining intentions prior to teaching, then reflecting on the lesson afterwards. One of the strengths of the model is that the teacher practices self-assessment and classroom evaluation without necessarily having actual observation. The content and activities shared in the workshop will always be framed within the context of improving student learning.

## **Valley Vista**

### **12D 🌀 *The Inquiry Process (Essential Skills in Inquiry)***

**Kristina Trim & Sheila Barrett, Bachelor of Health Sciences Program**  
McMaster University

The BHSc Programme is a new university-limited enrollment programme that has integrated the concept of inquiry courses across four years of curriculum. Facilitators have developed a conceptualization of this process that incorporates a vision of the relationship between skill sets and an iterative process, described as IREC (inquire, reflect, evaluate, construct). The IREC process incorporates a visualization of the role of inquiry as a central vision of the function of a university. Four iterations of the course with the inherent developmental activities will be discussed. Although we have formally evaluated many aspects of the process, we expect that the larger contribution of this session will be to provide insight into the difficulties encountered by students in the transition from dependent modes to self-evaluative and reflective modes.

## **3:45pm- 13 🌀 Closing Session**

**Valley Vista**

**4:30pm**

*But What Will I Do on Monday?*

**Laurie Richlin, Director**

*Lilly Conference on College & University Teaching - West*

Join your colleagues for reflection on what you have learned at Lilly-West and plans for implementing your best ideas in your own classroom and on your own campus.