Teaching Institute Goals

Team 1

Lori Merlak
- grow as an educator
- become more motivated

Jennifer Bradley
- understanding idea of PE and the implications it has for student learning
- become an emerging practitioner of pe

Michael Orf
- gain more knowledge and tools to implement pe
- transform teaching with some of the techniques after the institute

Rich Crow
- learn about pe

Cal Van Niewaal

Evelyn Moore
- sharing ideals
- multimedia resources—reflection

Maggie Thomas
- greater understanding of PE and key educational processes (learning, teaching, mentoring, curriculum design, and assessment)
- learn new tools and techniques to faculty student learning skills

Team 2

Catherine Finch
- learn about and explore PE through individual group experiences
- learn through “try it” principles and determine what content will fit into each person’s teaching

David Mitchell
- What’s on web site

Cindy Weglarz
- What’s on page 8, concentrating on
  - learn and use effective assessment techniques
  - understand the differences between assessment and evaluation
o learn strategies to give meaningful feedback to students

Mary Knudson
- provide participants with a better understanding of PE and key educational processes
- help participants implement PE in their teaching

Team 3:

Holly Ayers
- Learn the language and concepts of pe
- expand familiarity with effective teaching practices grounded in learning theory
- experience the dynamics of a productive quality learning environment
- learn and use effective assessment techniques
- value the role of methodologies in strengthening the learning process
- appreciate the complexity of high quality course and activity design
- understand the difference between assessment and evaluation
- motivate faculty to analyze current practice(s) with respect to student learning and appreciate the benefits of pe

Karen Sindelar
- what is on web site

Jessica Sántillán
- improve my class activities and project designs to benefit student learning and engagement
- gain skills in assessment, particularly in measureable rubrics

Linda Abernathy
- apply process education techniques to course development
- design an implementation plan to make changes to instructional design and delivery

Tim Hadsall or Lonnie Henderson
- gain a better understanding of how I can gather data to see if my students are learning what I want them to learn
- Determine ways to adapt things for my distance learning courses
- Develop better ways to know the extent of my effectiveness in what I am doing

Team 4

Terry Heller
- guided discovery learning
- cooperative learning
- affective issues
- journal writing
- self-assessment

Florence Pecile
- put ourselves as student, with active participation from our part
- assess and decide what work best for us and the students and why necessary
- develop a plan: there will be a way to have a real and concrete outcome

Susan Harthun
- Familiarity with effective teaching practices (through both experiencing them and discussing) and a productive quality learning environment
- learn/use effective assessment technique
- Analyze current practices with respect to student learning

Jill Johnson
- to reflect on values and beliefs as an educator
- taking time to establish a set of goals for my students and how I can help them get there
- to acknowledge that I am responsible for the classroom I facilitate

Frank Sladek
- learn language and concepts
- expand familiarity with pe
- learn and use assessment techniques
- value the role of methodology and appreciate and understand their development and use

David Ure
- experiencing active learning
- learning more about self-assessment
- finding the new goals of learner facilitation

Sandra Kotowske
- learn the language and concepts of pe
- expand familiarity in effective teaching practices grounded in learning theory
- experience the dynamics of a productive quality learning environment
- learn and use effective assessment techniques
- value the role of methodologies in strengthening the learning process

Team 5
Dan Lehn
  • “educating educators” about process learning by defining what it is and facilitating their conceptualization of how they can integrate it into their teaching.

Terry Jedlicka
  • professional development, research, and better understanding of ways to engage students in their learning—new ideas/ways to reach students

Gail Brown

Jill Johnson

Kenneth Johnston
  • Learning what the challenges facing educators are and how those goals might be reached

Jane Grabowski

Emily McWorthy
  • learn what PE means and how it can be applied through discussion, hands-on activities and lecture
  • learn basic learning theories and apply them to my teaching

Michael Corey
  • multimedia resources
  • learning goals
  • personal assessment

Team 6

Lisa Wiebenga Stroschine
  • language and concepts of PE
  • effective practices grounded in learning theory
  • experience dynamic learning environment
  • effective assessment techniques
  • methodologies
  • higher quality course/activity design
  • assessment vs. evaluation analysis

Linda Pitlik
  • new methods to deal effectively with and to assess underprepared students as well as students with a vast range of educational work experience
Fred Ochs
- formulate ways to improve student retention and performance in my classroom

Mike DeLong
- Learn more about PE and how it would benefit our students
- Learn more about how to motivate faculty to learn more about PE

Melissa Carnahan
- Improve teaching/learning methods
- Be aware of our own motivations and ways of learning and writing

Lisa Dutchik
- learn the language and concepts of pe
- expand the familiarity with effective teaching practices grounded in learning theory
- experience the dynamics of a productive quality learning environment
- learn and use effective assessment techniques
- value the role of methodologies in strengthening the learning process
- appreciate the complexity and high quality course and activity design
- understand the difference between assessment and evaluation
- motivate faculty to analyze current practice(s) with respect to student learning and appreciate the benefits of PE

Jeanna Fulbright
- learn more about how to put together a professional development program that is more comprehensive than a series of policy and procedure sessions
- find some effective techniques for maintaining my focus where it needs to be—holistic, not microscopic

Heidi Hansel
- understand and use PE techniques to become a more effective teacher

Team 7

John Robinson
- Understand PE and how to align facilitation (teaching) and assessment with this philosophy

Jim Off
- learn to develop a learning centered classroom

Shawnda Clark
learn the language/concepts of PE by using them for three full days
expand familiarity with effective practices by creating and utilizing these types of practices
live the experience of a quality learning environment
create and establish effective assessment techniques
understand the value of these techniques and methods are in teaching
after the institute, develop high quality courses by practicing what we have learned
desire to share what we learn with others

Carolyn Stepheson

**Personal Outcomes**

**Team 1:**
Jennifer Bradley
- learn enough about this institute and PE to be able to speak with experience and authority in promoting it to faculty and other administrators
- gain a deeper understanding and respect for the faculty who participate and care enough about student learning to sign up for this institute
- think deeply about how this approach can become part of my own teaching philosophy

Michael Orf
- to change my assessment measures
- to learn about pe
- to discover what I want in an adjunct faculty

Evelyn Moore

Cal Van Niewaal

Lori Merlak
- gain new ideas
- network with others—especially in my discipline

Rich Crow
- gain hands-on practice
- get techniques/formation that can be used in teaching
- stay awake
Team 2:

David Mitchell
- learn strategies to become a better educator
- learn better techniques for assessing learning
- become better acquainted with the concept of the learning college

Mary Knudson
- incorporate process education in teaching
- become more aware of how I teach so I can improve my teaching
- develop strategies of how to deal with difficult students

Catherine Finch
- understand the theory ad methods of pe enough to be able to articulate them to others and apply them to my classes
- learn and use assessment techniques and be able to customize them for my particular course needs
- keep an open mind and manage frustration levels during the three-day seminar

Cindy Weglarz
- keep an open mind to trying new ideas
- become an effective self assessor
- learn to use effective assessment techniques

Emily McWorthy
- Personal reflection—learning who I am as an educator and where I want to be
- Learn/understand definition and application of PE
- Improve my teaching and learning skills

Team 3

Holly Ayers
- better time/course management focused on application of knowledge
- more focused outcomes/assessment in my courses
- more effective management skills in my division/communication with peers, training for adjuncts, communication of needs to peers and supervisor

Karen Sindelar
- determine ways to design curriculum for public speaking and MAT course
- Determine assessment information strategies—what do I do with the data?
- Gain more active learning ideas

Linda Abernathy
• Determine which techniques will work best to improve my teaching
• develop a plan of action to make changes to curriculum and assessment techniques

Jessica Sántillán
• Take learner ownership
• As educator, gather new strategies that I can incorporate into my courses
• Network-build new relationships with faculty outside my area

Tim Hadsall or Lonnie Henderson
• Application of new techniques and concepts
• Synergy with like-minded colleagues
• Skills to find and produce statistical data to support the expansion of “experiential learning” and “teacher training.”

Team 4

Susan Harthun
• develop a new way of being a teacher; more of a facilitator
• feel more comfortable designing and implementing research in the classroom
• collaborate with like-minded colleagues

David Ure
• Experiencing active learning
• learning more about self – assessment
• finding the new goals of learner facilitation

Sandra Kotowske

Terry Heller
• gain a better over-all understanding of the field of pe.
• collect ideas for having more reliably successful small group discussion and team-work assignments; more effective management of student anxieties, affective issues
• leave with a few “aha” moments, when I’ll understand a problem that’s been nagging me and begin to see interesting ways of dealing with it

Team 5

Dan Lehn
• Develop ideas for how to implement “student-centered” learning in my classes
• Find ways to accomplish first goal without feeling overwhelmed
• Learn to reflect better on my teaching; e.g. more effectively articulating my teaching philosophy

Gail Brown

Kenneth Johnston
• Learn more on how to communication more with my students
• Get more prescription on how other faculty handle students
• Help structure my teaching objectives better

Jane Grabowski

Michael Corey
• Effective assessments
• participative learning
• new ideas for Dev. Ed.

Terri Jedlicka
• Learn something new
• make connections to classroom and real world
• met new people and learn what they do

Team 6

Lisa Wiebenga Stroschine
• develop more expertise and help support Coe faculty (in PE activities)
• gain more experience and understanding of assessment techniques associated with assessing active learning activities

Lisa Dutchik
• Understand the basic concepts of pe and be able to apply this process to the accounting discipline
• design several specific activities for accounting students using process education
• use assessment/feedback to suggest ways to improve future performance rather than merely evaluating past performance

Fred Ochs
• Practice and master inquiry learning techniques
• Gather additional tools of “team learning.”
• Improve my technique of assessing student performance

Mike DeLong
• leave with a better knowledge of pe and compass
• learn more about how to motivate the faculty to improve themselves in their discipline and as instructors. To be involved in the learning process
• Learn better assessment techniques/tools to measure if learning is taking place

Melissa Carnahan
• learn more about pe
• learn more about my strengths/weaknesses and use that to be a better educator
• understand critical thinking
• learn how to better motivate students
• learn more about self-assessment

Linda Petlik
• Learn more guided-discovery models that I can use when teaching composition
• gather assessment tips
• self-assess for better teaching and management of workload

Heidi Hansel
• learn about the concepts and methods of pe
• employ those methods in my classroom
• ultimate goal—experience an enhanced learning environment with greater student success

Team 7

Shawnda Clark
• gain a new mindset and be refreshed and renewed
• be a better educator and person
• to have a long list of 8 new things I want to try, implement, create or change

Carolyn Stephenson
• Refresh my knowledge of effective teaching and learning strategies
• re-energize to apply these strategies
• be more intentional about using the assessment I already do and build upon it

John Robinson
• improve the design of my classes
• improve the delivery of my instruction
• improve the assessment of my students

Jim Off
• develop techniques for active learning
• develop critical thinking questions
• create greater student ownership of the learning process
Maggie Thomas
- improve my mentoring skills
- improve my ability in developing clear criteria for evaluating performance
- increase my knowledge of the rationale for each section of the activity design

Alan Rowe
- explore and use a new taxonomy for simultaneously designing and assessing my learning in concert with others’ learning and discoveries
- design a simple “self-grower” reflection tool for personal use
- design a simple self-reflection protocol to be used with Kirwood Critical Friends Group and Professional Development Fellows aligned with my educational administrator philosophy
- Identify 2-3 potential topics to expand into Process Education “digital learning objects” after the Activity Design workshop in August.
- Refine my annual professional development plan

TEAM GOALS

Team 1:
- Identify three new strategies within process education to improve the effectiveness of our teaching
- Identify best strategies for assessing student learning
- Articulate components of process education and strategies to balance content and process

Team 2:
- Learn to use effective assessment techniques
- Incorporate process education into teaching—student engagement, ownership/self grower, reflection tools
- Develop better techniques to assess student learning
- Learn the concepts of process education
- Learn from other disciplines—philosophy of education
- Learn specific activities for PE
- Develop assessment/reflection

Team 3:
- Develop effective instructional design and enhanced teaching techniques
- Identify assessment of design and techniques
- Share implementation at all levels

Team 4:
- To form an overview of process education
• To define and develop techniques and tools for classroom research
• To learn tools and techniques for forming a student-centered classroom

Team 5:
• Develop implementation plan to integrate technology in classroom learning
• Identify who we each are as educators and where we want to go
• Develop a network of people (along with appropriate terminology) with whom we can discuss and exchange ideas regarding process education

Team 6:
• Create greater student ownership of the learning process by compiling tools and an action plan that incorporates at least three tools for application in the classroom
• Develop and list at least five techniques for active learning and critical thinking questions
• Identify, assess, and share PE strategies that are applicable across disciplines and departments, within our Colleges.

Team 7:
• Obtain strategies and techniques for assessing process education activities
• Better understand tools for self-assessing
• Develop a PE activity in a chosen field