

2 **Personal Outcomes**

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4 **Team 1:**

5 Jennifer Bradley

- 6 • learn enough about this institute and PE to be able to speak with experience and authority in promoting
- 7 it to faculty and other administrators
- 8 • gain a deeper understanding and respect for the faculty who participate and care enough about student
- 9 learning to sign up for this institute
- 10 • think deeply about how this approach can become part of my own teaching philosophy

11 Michael Orf

- 12 • to change my assessment measures
- 13 • to learn about pe
- 14 • to discover what I want in an adjunct faculty

15 Evelyn Moore

16 Cal Van Niewaal

17 Lori Merlak

- 18 • gain new ideas
- 19 • network with others—especially in my discipline

20 Rich Crow

- 21 • gain hands-on practice
- 22 • get techniques/iformation that can be used in teaching
- 23 • stay awake

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25 **Team 2:**

26 David Mitchell

- 27 • learn strategies to become a better educator
- 28 • learn better techniques for assessing learning
- 29 • become better acquainted with the concept of the learning college

30 Mary Knudson

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

34 Catherine Finch

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

39 Cindy Weglarz

- 40 • keep an open mind to trying new ideas
- 41 • become an effective self assessor
- 42 • learn to use effective assessment techniques

43 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

1 **Team 5**

2 Dan Lehn

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

6 Gail Brown

7 Kenneth Johnston

- 8 • Learn more on how to communication more with my students
- 9 • Get more prescription on how other faculty handle students
- 10 • Help structure my teaching objectives better

11 Jane Grabowski

12 Michael Corey

- 13 • Effective assessments
- 14 • participative learning
- 15 • new ideas for Dev. Ed.

16 Terri Jedlicka

- 17 • Learn something new
- 18 • make connections to classroom and ral world
- 19 • met new people and lean what they do

21 **Team 6**

22 Lisa Wiebenga Stroschine

- 23 • develp more expertise and help support Coe faculty (in PE activities)
- 24 • gain more experience and understanding of assessment techniques associated with assessing active
- 25 learning activities

26 Lisa Dutchik

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

31 Fred Ochs

- 32 • Practice and master inquiry lerning techniques
- 33 • Gather additional tools of “team learning.”
- 34 • Improve my technique of assessing student performance

35 Mike DeLong

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

40 Melissa Carnahan

- 41 • learn more about pe
- 42 • learn more about my strengths/weaknesses and use that to be a better educator
- 43 • understand critical thinking
- 44 • learn how to better motivate students

- 1 • learn more about self-assessment

2 Linda Petlik

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

6 Heidi Hansel

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

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11 **Team 7**

12 Shawnda Clark

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

16 Carolyn Stephenson

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

20 John Robinson

- 21 • improve the design of my classes
22 • improve the delivery of my instruction
23 • improve the assessment of my students

24 Jim Off

- 25 • develop techniques for active learning
26 • develop critical thinking questions
27 • create greater student ownership of the learning process

28 Maggie Thomas

- 29 • improve my mentoring skills
30 • improve my ability in developing clear criteria for evaluating performance
31 • increase my knowledge of the rationale for each section of the activity design

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33 Alan Rowe

- 34 • explore and use a new taxonomy for simultaneously designing and assessing my learning in concert with
35 others' learning and discoveries
36 • design a simple "self-grower" reflection tool for personal use
37 • design a simple self-reflection protocol to be used with Kirwood Critical Friends Group and Professional
38 Development Fellows aligned with my educational administrator philosophy
39 • Identify 2-3 potential topics to expand into Process Education "digital learning objects" after the Activity
40 Design workshop in August.
41 • Refine my annual professional development plan

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1 TEAM GOALS

2 3 Team 1:

- 4 • Identify three new strategies within process education to improve the effectiveness of our teaching
- 5 • Identify best strategies for assessing student learning
- 6 • Articulate components of process education and strategies to balance content and process

7 Team 2:

- 8 • Learn to use effective assessment techniques
- 9 • Incorporate process education into teaching—student engagement, ownership/self grower, reflection tools
- 10 • Develop better techniques to assess student learning
- 11 • Learn the concepts of process education
- 12 • Learn from other disciplines—philosophy of education
- 13 • Learn specific activities for PE
- 14 • Develop assessment/reflection

15 Team 3:

- 16 • Develop effective instructional design and enhanced teaching techniques
- 17 • Identify assessment of design and techniques
- 18 • Share implementation at all levels

19 Team 4:

- 20 • To form an overview of process education
- 21 • To define and develop techniques and tools for classroom research
- 22 • To learn tools and techniques for forming a student-centered classroom

23 Team 5:

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

28 Team 6:

- 29 • 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
- 30 • Develop and list at least five techniques for active learning and critical thinking questions
- 31 • Identify, assess, and share PE strategies that are applicable across disciplines and departments, within our Colleges.

34 Team 7:

- 35 • Obtain strategies and techniques for assessing process education activities
- 36 • Better understand tools for self-assessing
- 37 • Develop a PE activity in a chosen field