Teaching Institute Goals

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 lean 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 lerning 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