



Program

2 June 2004 - Wednesday

Day 1 Orientation | Defining Research | American Cultures

Location Toll Room, Alumni House

Goals

- Understand the Institute themes and how the Institute will operate
- Introduce the Fellows and facilitators
- Explore the use of research as a learning tool for undergraduates
- Explore possibilities for undergraduate research and American Cultures courses

Agenda

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|----------------------|---|
| 8:30 – 9:00 | Registration, with coffee and pastries |
| 9:00 – 9:30 | Welcome and Orientation
Facilitator: Pat Maughan
Tom Leonard, <i>University Librarian</i> |
| 9:30 – 10:30 | Introductions
Facilitator: Pat Maughan |
| 10:30 – 10:45 | Break |
| 10:45 – 12:15 | Defining Research
Facilitator: Linda von Hoene |
| 12:15 – 1:30 | Lunch
Topic: Considering American Cultures courses
Ron Choy, <i>American Cultures Center</i>
Jeff Romm, <i>American Cultures Committee of the Academic Senate</i> |
| 1:30 – 2:30 | Connecting American Cultures and Undergraduate Research
Victoria Robinson, <i>Ethnic Studies</i>
Ingrid Seyer-Ochi, <i>Education</i> |
| 2:30 – 2:45 | Homework |



Day 1 Homework

1. List 2-3 "key" things from today's session, and email to edupuis@library by Noon on Thursday.
2. Review and revise your draft syllabus and research assignment. Bring one copy on Friday.
3. Read: Brookfield, Stephen. (1996). Through the Lens of Learning: How Experiencing Difficult Learning Challenges and Changes Assumptions About Teaching. *To Improve the Academy*, 15, 3-15.



Program

4 June 2004 - Friday

Day 2 Undergraduates as Learners | Syllabi and Assignments

Location Toll Room, Alumni House

Goals

- Reflect on students' knowledge, skills, demographics, motivations, and expectations
- Use information about students to revise syllabus
- Gain an understanding of the syllabus as a tool that stages the research process from the perspectives of the faculty, graduate student instructor, and undergraduate
- Begin to explore the relationship between the syllabus and assignments

Agenda

8:30 – 8:45	Coffee
8:45 – 9:00	Reviews and Previews
9:00 – 10:30	Undergraduates as Learners Facilitator: Steve Tollefson
10:30 – 10:45	Break
10:45 – 11:45	Role and Elements of Syllabi Facilitator: Barbara Davis
11:45 – 12:45	Peer Analysis and Discussion of Syllabi and Assignments Facilitator: Barbara Davis
12:45 – 1:00	Homework and Lunch to go



Day 2 Homework

1. List 2-3 "key" things from today's session and email to edupuis@library by Noon on Saturday.
2. Complete "Research Assignment Design: Part I" and email to edupuis@library.
 - A) Describe the research assignment you are considering for your course.
 - B) Enumerate the steps that a **student** will need to take to complete this particular assignment successfully. Be as specific as possible for each step listed.
 - C) Describe what you expect to teach students through this assignment, both about the course content and the research skills
3. Review and revise your syllabus.



Program

7 June 2004 - Monday

Day 3 Library Research | Information Literacy**Location** 350C Moffitt Library
550C Moffitt Library
Geballe Room, Townsend Center**Goals**

- Experience first-hand the complexities of the information environment
- Explore the relationship between student information-seeking methods and research information sources
- Become aware of the breadth, depth, scope, and dynamic nature of library sources
- Learn about information literacy learning outcomes

Agenda

8:45 – 9:00	Reviews and Previews
9:00 – 10:15	Students and Library Research Facilitators: Pat Maughan and Sarah McDaniel
10:15 – 10:30	Break
10:30 – 11:30	Hidden Web Concept Map Facilitator: Patricia Iannuzzi
11:30 – 12:15	Connecting to Library Sources Facilitator: Pat Maughan
12:15 – 1:45	Lunch
1:45 – 2:45	Information Literacy Facilitator: Patricia Iannuzzi
2:45 – 3:00	Homework



Day 3 Homework

1. List 2-3 "key" things from today's session and email to edupuis@library by Noon Tuesday.

2. Complete "Research Assignment Design: Part II" and email to edupuis@library.
 - A) Browse the "Information Literacy Standards, Performance Indicators, and Outcomes" list. Select and list up to three learning outcomes that you think are the most important for students to learn through your research assignment. After listing your selection of learning outcomes, designate which person or groups should help students develop each of those outcomes:
 - mark an "I" next to those for which you, as instructor, will take responsibility
 - mark an "L" next to those for which you would like the librarian to take responsibility
 - mark a "G" next to those for which you would like the GSI to take responsibility
 - mark an "O" next to those for which other academic support units may be able to assist

 - B) How will you determine how well students have met your learning outcomes through the assignment and/or the course?

3. Review and revise your syllabus and research assignment.



Program

9 June 2004 - Wednesday

Day 4 Research Assignment Design | Library Partners**Location** Geballe Room, Townsend Center**Goals**

- Consider learning outcomes relationship to research assignments
- Learn how assignment design can promote academic integrity
- Reflect on elements of successful and problematic research assignments
- Consider ways to connect students to library collections and the scholarly communication process

Agenda

8:30 – 8:45	Coffee
8:45 – 9:00	Reviews and Previews
9:00 – 10:15	Relating Student Learning Outcomes to Research Assignments Facilitator: Patricia Iannuzzi
10:15 – 10:45	Break
10:45 – 11:30	Academic Integrity and Assignment Design Facilitator: Patricia Iannuzzi
11:30 – 12:15	Crafting Assignments Facilitator: Steve Tollefson
12:15 – 12:30	Homework
12:30 – 1:30	Lunch Christina Maslach <i>Vice Provost for Undergraduate Education</i>
1:30 – 2:30	Consultation with Library Partners



Day 4 Homework

1. List 2-3 "key" things from today's session and email to edupuis@library by Noon Thursday.
2. Complete "Implementation Priorities" checklist indicating your priorities for the support needed for your course, and email to edupuis@library by Noon on Thursday.
3. Write a statement (up to 500 words) that describes the major changes you have made in the syllabus and research assignment, and your rationale for making those changes. Email your statement to edupuis@library.



Program

11 June 2004 - Friday

Day 5 Syllabi and Assignments | Technology

Location Geballe Room, Townsend Center
350C Moffitt Library
550C Moffitt Library

Goals

- Modify syllabus and research assignments in light of student learning outcomes, research assignment design, and implementation considerations
- Understand a variety of technologies and the roles they might play in various stages of a research project
- Identify appropriate technologies for use in the context of each specific course

Agenda

8:45 – 9:00	Coffee
9:00 – 9:15	Reviews and Previews
9:15 – 10:30	Peer Analysis of Syllabi and Assignments Facilitator: Linda von Hoene
10:30 – 11:00	Break
11:00 – 12:15	Technology Overview Facilitator: Judy Stern
12:15 – 12:30	Homework
12:30 – 1:45	Lunch
1:45 – 3:00	BlackBoard Facilitator: Karen Miles



Day 5 Homework

1. List 2-3 "key" things from today's session and email to edupuis@library by Noon on Saturday.
2. Complete "Research Assignment Design: Part III" and email to edupuis@library.
 - A) When and in what ways might you be able to use technology to facilitate aspects of this assignment and/or the course?
 - B) Refer to the steps you listed on "Research Assignment Design: Part I" that students need to follow to complete the assignment. Annotate each step with details about what type of **guidance** -- from you, librarians, graduate student instructors, and other academic support units -- might assist the student in accomplishing that step. Be as specific as possible for each step listed.
3. Review and revise your syllabus and research assignment.



Program

14 June 2004 - Monday

Day 6 Assessment | Graduate Student Instructors | Implementation Teams

Location Toll Room, Alumni House

Goals

- Modify syllabus and research assignments in light of technological considerations
- Become familiar with assessment of student learning – tools, techniques and timing
- Understand how assessment builds upon clearly articulated learning outcomes and how it can be integrated into classroom activities
- Define the role of GSIs in fostering research skills of undergraduates
- Develop and implement strategies for mentoring GSIs that insure GSIs are prepared for the role of fostering research skills among their undergraduates

Agenda

8:45 – 9:00	Coffee
9:00 – 9:15	Reviews and Previews
9:15 – 10:45	Assessment Facilitator: Sarah McDaniel
10:45 – 11:00	Break
11:00 – 12:30	Graduate Student Instructors' Role in Guiding the Research Process Facilitator: Linda von Hoene
12:30 – 12:45	Homework
12:45 – 1:45	Lunch
1:45 – 3:00	Consultation with Implementation Teams



Day 6 Homework

1. List 2-3 "key" things from today's session and email to edupuis@library by Noon on Tuesday.
2. On June 16 you will have an 'open lab' time to consult about any aspect of your research assignment. Let us know what topics you want to focus on and/or which people (facilitators or implementation team members) you would like to be present by emailing edupuis@library.
3. Complete "Research Assignment Design: Part IV" and email to edupuis@library.
 - A) What do you plan to use as assessment strategies within your classroom? When and how would you conduct them? When and how would you provide feedback to students?
 - B) What do you plan to use as assessment strategies integrated within the research assignment? At what stages would you place them? When and how would you gather the products and provide feedback to students?
4. Review and revise your syllabus and research assignment.



Program

16 June 2004 - Wednesday

Day 7 Teaching and Learning in Large Enrollment Classes

Location Toll Room, Alumni House
550C Moffitt Library

Goals

- Discuss strategies for integrating and supporting research in large enrollment courses
- Explore the relationship between the research assignment and classroom experience for the instructors and the students

Agenda

8:45 – 9:00	Coffee
9:00 – 9:15	Reviews and Previews
9:15 – 10:30	Putting All the Pieces Together for Large Enrollment Classes Facilitator: Steve Tollefson
10:30 – 10:45	Break
10:45 – 12:15	Personalizing and Enhancing Large Enrollment Courses Martha Olney, <i>Economics</i> Bob Jacobsen, <i>Physics</i> Lew Feldman, <i>Plant and Microbial Biology</i>
12:15 – 12:30	Homework
12:30 – 1:30	Lunch
1:30 – 3:00	Open Lab: Syllabus and Assignment Revisions



Day 7 Homework

1. List 2-3 "key" things from today's session and email to edupuis@library by Noon on Thursday.
2. Make final revisions to syllabus and research assignment. List any areas that you feel need further development or consideration before the first day of class. Email a copy of your syllabus, research assignment, and list of remaining areas to edupuis@library.



Program

18 June 2004 - Friday

Day 8 Large Enrollment Course Environment | Products

Location Toll Room, Alumni House

Goals

- Identify ways to enhance the effectiveness of large enrollment courses
- Reflect on accomplishments and products
- Understand the role of a Mellon Fellow with respect to the overall program and grant

Agenda

8:45 – 9:00	Coffee
9:00 – 9:15	Reviews
9:15 – 10:00	Unsolved Issues / Brainstorming Facilitator: Beth Dupuis and Steve Tollefson
10:00 – 10:30	Creative Exercise Facilitator: Pat Maughan
10:30 – 10:45	Break
10:45 – 12:00	Reporting of Creative Exercise Facilitator: Pat Maughan
12:00 – 12:30	Next Steps and Support Facilitator: Pat Maughan
12:30 – 1:00	Evaluation of the Institute
1:00 – 2:00	Lunch