



## Program

6 June 2005 - Monday

### Day 1

Toll Room, Alumni House

#### Goals

- Reflect on student's knowledge, skills, demographics, motivations, and expectations
- Explore the use of research as a learning tool for undergraduates
- Examine possible directions for reinventing undergraduate education

#### Agenda

<b>8:30 – 8:45</b>	<b>Welcome</b> Facilitators: Beth Dupuis and Steve Tollefson
<b>8:45 – 9:30</b>	<b>Reflecting on Research Experiences</b> Facilitator: Pat Maughan
<b>9:30 – 10:45</b>	<b>Undergraduates as Learners</b> Facilitator: Steve Tollefson
<b>10:45 – 11:00</b>	<b>Break</b>
<b>11:00 – 12:30</b>	<b>Research Skills for Undergraduates</b> Facilitator: Linda von Hoene
<b>12:30 – 12:45</b>	<b>For Day 2...</b>
<b>12:45 – 2:00</b>	<b>Lunch and Discussion</b> Topic: "Reinventing Undergraduate Education" Facilitator: Cynthia Schrager



### After Each Day of the Institute...

1. Post one or two comments about the day's topics. Comments might consist of observations, additional considerations, related resources, etc. Comments should be brief and posted to the Blackboard site under 'Communication' / 'Discussion Boards' / 'Thoughts of the Day' by 3pm tomorrow. Respond to comments, as you feel inspired to do so.
2. Confidential messages to the Institute coordinators can be sent to Pat (pmaughan@library.berkeley.edu) and/or Beth (edupuis@library.berkeley.edu).

### For Day 2...

3. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post your response to the following query with a subject line of "Research Experience":

Reflecting upon your initial experiences doing research, create a list of ways you might contribute to your students' positive experiences with the research assignment in your course and avoid the negative experiences. (~ 100 words)

4. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post your response to the following query with a subject line of "Students":

Describe the characteristics of students enrolled in this course in a typical semester or, if you are developing a new course, your projection of students likely to enroll. (For example, year in school, majors/non-majors, classes that are prerequisites for yours, knowledge of the discipline, level of research skills, etc) (~ 300 words).

5. Read: Leckie, Gloria J. (May 1996) "Desperately Seeking Citations: Uncovering Faculty Assumptions about the Undergraduate Research Process" *The Journal of Academic Librarianship* 22: 201-208.



## Program

8 June 2005 - Wednesday

**Day 2** 550C Moffitt Library / Toll Room, Alumni House

### Goals

- Explore the relationship between student information-seeking methods and research information sources
- Consider goals and learning outcomes for research assignments
- Become aware of the breadth, depth, scope, and dynamic nature of the library resources and larger infosphere

### Agenda

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| <b>8:30 – 9:45</b>   | <b>Students and Library Research</b><br>Facilitator: Pat Maughan                   |
| <b>9:45 – 10:45</b>  | <b>Connecting to Library Sources</b><br>Facilitator: Pat Maughan                   |
| <b>10:45 – 11:15</b> | <b>Break and Walk</b>  |
| <b>11:15 – 12:30</b> | <b>Research Skills and Assignments</b><br>Facilitator: Sarah McDaniel              |
| <b>12:30 – 12:45</b> | <b>For Day 3...</b>  |
| <b>12:45 – 2:00</b>  | <b>Lunch and Discussion</b><br>Topic: "The Hidden Web"<br>Facilitator: Beth Dupuis |



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### For Day 3...

3. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post your response to the following query with a subject line of "Goals and Outcomes" by Thursday at 3pm:

For the research assignment you are creating for this course, describe what you hope students will learn about the information sources and research skills (goals of the assignment). Browse the "Information Literacy Standards, Performance Indicators, and Outcomes" and identify what you hope your students will be able to do and/or know as a result of the research process in the assignment (learning outcomes for your assignment). From your list, star or rank up to five learning outcomes you consider most important. (~ 500 words)

4. Read: A chapter of your choice from: Davis, Barbara Gross. (2001). *Tools for Teaching*. San Francisco: Jossey-Bass.



## Program

10 June 2005 - Friday

**Day 3**

Toll Room, Alumni House

### Goals

- Identify elements of successful research assignments
- Become familiar with assessment of student learning – tools, techniques and timing
- 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
- Ensure that students' realize the value of the research assignment as an integral component of the course

### Agenda

**8:30 – 8:45**

**Coffee Talk**

**8:45 – 10:00**

**Crafting Assignments**

Facilitator: Steve Tollefson

**10:00 – 11:00**

**Assessment and Student Learning**

Facilitators: Sarah McDaniel

**11:00 - 11:15**

**Break**

**11:15 – 12:30**

**Role and Elements of Syllabi**

Facilitator: Barbara Davis

**12:30 – 12:45**

**For Day 4...**

**12:45 – 2:00**

**Lunch and Discussion**

Topic: "Conveying the Role and Importance of the Research Assignment"

Facilitator: Barbara Davis



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### For Day 4...

3. Complete the Mid-Institute Survey, available from the Blackboard site under 'Assignments', and submit by Sunday at 3pm.
4. Make a list of elements you want to consider when you update your syllabus for this course.
5. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post your response to the following query with a subject line of "Assessment":

How do you want to integrate assessment strategies within the research assignment? When and how will you gather the students' work? When and how will you provide feedback to students? (~ 200 words)
6. Revise the research assignment, incorporating your most current thinking. Post a copy to the Blackboard site under 'Communication' / 'Discussions Boards' / *your course* with a subject line of "Research Assignment: Revised Draft". Be prepared to present a 5-7 minute overview of your revised assignment on Wednesday.



## Program

13 June 2005 - Monday

**Day 4** Geballe Room, Townsend Center

### Goals

- Identify technologies and approaches useful for large enrollment courses
- Explore strategies for assisting and mentoring graduate student instructors in support of the integrated research assignment
- Explore the possibilities of developing a course that fulfills the AC requirement

### Agenda

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|----------------------|--|
| <b>8:30 – 8:45</b>   | <b>Coffee Talk</b>   |
| <b>8:45 – 9:45</b>   | <b>Teaching with Technologies in Large Enrollment Courses</b><br>Facilitator: Karen Miles                              |
| <b>9:45 – 10:45</b>  | <b>Graduate Student Instructors' Role in Guiding the Research Process</b><br>Facilitator: Linda von Hoene              |
| <b>10:45 – 11:00</b> | <b>Break</b>   |
| <b>11:00 – 12:15</b> | <b>Peer Analysis and Discussion of Assignments</b><br>Facilitator: Linda von Hoene                                     |
| <b>12:15 – 12:30</b> | <b>For Day 5...</b>  |
| <b>12:30 – 2:00</b>  | <b>Lunch and Discussion</b><br>Topic: "American Cultures and Undergraduate Research"<br>Facilitator: Victoria Robinson |



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### For Day 5...

3. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post your response to the following query with a subject line of "Student and GSI Needs" by Tuesday at 3pm:

For the research assignment for this course, create a bulleted list of the areas that your students may need additional resources, training, skills, or guidance to complete the assignment. (For example, using library resources, course technologies, writing/feedback, study support, etc). If you have GSIs or readers, create a parallel list for their potential training needs.

4. Bring fifteen copies of the most recent version of your revised research assignment on Wednesday.



## Program

15 June 2005 - Wednesday

**Day 5** Geballe Room, Townsend Center

### Goals

- Modify research assignments in light of student learning outcomes, research assignment design, and implementation considerations
- Share ideas with and solicit advice from 2004-2005 Mellon Fellow
- Discuss approaches to influencing undergraduate education on the Berkeley campus

### Agenda

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| <b>8:30 – 8:45</b>   | <b>Coffee Talk</b>  |
| <b>8:45 – 10:15</b>  | <b>Assignment Incubator: Spotlights</b><br>Facilitator: Steve Tollefson   |
| <b>10:15 - 11:15</b> | <b>Assignment Incubator: Clinics</b><br>Facilitators: Fellows   |
| <b>11:15 – 11:30</b> | <b>Break</b>  |
| <b>11:30 – 12:15</b> | <b>Conversation with 2004-2005 Mellon Fellow</b><br>Guest: Michelle Douskey, Chemistry                                |
| <b>12:15 – 12:30</b> | <b>For Day 6...</b>   |
| <b>12:30 – 2:00</b>  | <b>Lunch and Discussion</b><br>Topic: "Influencing the Berkeley Academic Community"<br>Facilitator: Christina Maslach |

**After Each Day of the Institute...**

1. Post one or two comments about the day's topics. Comments might consist of observations, additional considerations, related resources, etc. Comments should be brief and posted to the Blackboard site under 'Communication' / 'Discussion Boards' / 'Thoughts of the Day' by 3pm tomorrow. Respond to comments, as you feel inspired to do so.
2. Confidential messages to the Institute coordinators can be sent to Pat (pmaughan@library.berkeley.edu) and/or Beth (edupuis@library.berkeley.edu).

**For Day 6...**

3. Review your portfolio from the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*. Post your response to the following query under the 'Communication' / 'Discussions Boards' / 'Reflections' by Thursday at 3pm:

Describe some of the changes you have made in your research assignment and syllabus, and your rationale for making those changes.  
(~ 500 words)

4. Make a list of any topics related to large enrollment courses you would like to discuss with the other Mellon Fellows. We have time on Friday morning to address these topics.



## Program

17 June 2005 - Friday

**Day 6**

Geballe Room, Townsend Center

### Goals

- Discuss issues related to integrating and supporting research in large enrollment courses
- Learn about the resources available to enable implementation of your assignments
- Reflect on topics, accomplishments, and products as a result of the Institute

### Agenda

<b>8:30 – 8:45</b>	<b>Coffee Talk</b>
<b>8:45 – 9:45</b>	<b>Issues Forum</b> Facilitator: Steve Tollefson
<b>9:45 – 10:15</b>	<b>Next Steps for Implementation</b> Facilitator: Beth Dupuis
<b>10:15 – 10:45</b>	<b>Reflections</b> Facilitator: Pat Maughan
<b>10:45 – 11:00</b>	<b>Break</b>
<b>11:00 – 12:00</b>	<b>Reflections</b> Facilitator: Pat Maughan
<b>12:00 – 12:30</b>	<b>Evaluation of the Institute</b> Facilitator: Beth Dupuis
<b>12:30 – 2:00</b>	<b>Lunch</b>

**Soon After the Institute...**

1. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post copies of your revised course syllabus and research assignment by June 20, 2005.
2. To the Blackboard site under 'Communication' / 'Discussions Boards' / *your course*, post a list of questions you need answered or areas you want to develop further before you teach the course. Post with the subject line "I-Team Considerations" by June 20, 2005.
3. Arrange a meeting with your I-Team before the fall semester.