

Pre-register by Monday, January 9th

In order to ensure sufficient refreshments and seating availability, please RSVP to Andrea Bilics or to the CTL (see email below), by **Monday, January 9th**. Feel free to attend one or more of the Institute sessions.

2012 Winter Institute Sponsors

Center for Teaching and Learning (CTL)
Liberal Arts and Sciences Curriculum (LASC)
Partial funding from the Davis Educational Foundation

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WSU faculty winter institute



**enhancing
integrative
learning**

january 10 & 11, 2012

Welcome to our 2nd annual WSU Winter Institute for faculty development – a mini-version of our May Summer Institute. This two-day conference features 4 sessions each day, covering a wide variety of topics related to pedagogy, course or program planning, and individual professional development.

The focus of this institute is on “integrative learning.” The conference goals include enhancing faculty understanding of integrative learning, exploring the challenges of developing and teaching integrative courses, and profiling effective classroom strategies to help WSU students better integrate their learning.

Several of the institute’s sessions will engage faculty in dialogue about integrative learning: what it is and how we can develop it further.

Exploring Degrees of Connection and Exploring Integrative Teaching and Learning provide opportunities for faculty to identify ways to enhance integrative learning within or between courses and/or programs. Faculty will have the opportunity to explore integrative teaching and learning initiatives and identify partners in order to apply for a Collaborative Teaching Grant or a Faculty Learning Community grant.

Institute Faculty

Andrea Bilics (Center for Teaching and Learning): Aligning SLOs, Exploring Degrees of Connection, Exploring Integrative Teaching and Learning

Margaret Bouchard (Education): Exploring Degrees of Connection, Exploring Integrative Teaching and Learning

Robert Brooks (Criminal Justice): Internationalizing Your Course

Pat Gilloghy (Business Administration/Economics): Internationalizing Your Course

Tona Hangen (History): Exploring Degrees of Connection, Exploring Integrative Teaching and Learning

Carol Lerch (Office for Institutional Assessment) Aligning SLOs

Bonnie Orcutt (Economics): Aligning SLOs, Exploring Degrees of Connection, Exploring Integrative Teaching and Learning

Matt Ortoleva (English/Writing Center): Facilitating Student Learning through Writing

Marc Wagoner: (Psychology, HSRB): Human Subjects Review Board – Its Purpose, Procedures, and Relevance to WSU (S120)

tuesday 1/10 schedule

Morning

- | | |
|--------------|---|
| 8:30 – 9:00 | Continental Breakfast (S 117) |
| 9:00 – 10:15 | Aligning Course SLOs with LASC, Program Goals, and LEAP (S 118)
Bring a syllabus you're working on |
| 10:30 -12:45 | Exploring Degrees of Connections:
Collaborative Teaching Grants (S 120) |
| | Lunch provided during this session |

Afternoon

- | | |
|-------------|--|
| 1:00 – 2:15 | Panel Discussion: Internationalizing Your Course (S118) |
| 2:15 – 2:30 | Break – refreshments provided (S117) |
| 2:30 – 3:45 | Panel Discussion: Human Subjects Review Board – Its purpose, procedures, and relevance to WSU (S120) |

wednesday 1/11 schedule

Morning

- | | |
|--------------|---|
| 8:30 – 9:00 | Continental Breakfast (S117) |
| 9:00 – 10:15 | Aligning Course SLOs with LASC, Program Goals, and LEAP (S 118)
Bring a syllabus you're working on |
| 10:30 -12:45 | Exploring Integrative Teaching and Learning:
Faculty Learning Community Grants (S 120) |
| | Lunch provided during this session |

Afternoon

- | | |
|-------------|--|
| 1:00 – 2:15 | Panel discussion: Facilitating Student Learning through Writing (S118) |
| 2:15 – 2:30 | Break – refreshments provided (S117) |
| 2:30 – 3:45 | Human Subjects Review Board: A Focus on Specific Research Designs (Q&A) (S120) |

The Liberal Arts and Sciences Curriculum (LASC)

Classes in the Liberal Arts and Sciences Curriculum will enable students to:

- Demonstrate effective oral and written communication.
- Employ quantitative and qualitative reasoning.
- Apply skills in critical thinking.
- Apply skills in information literacy.
- Display an appreciation for the interrelation among global and cross-cultural communities.
- Develop a critical understanding of the U.S. experience.
- Understand the roles of science and technology in our modern world.
- Demonstrate and value personal creative expression.
- Understand how scholars in various disciplines approach problems and construct knowledge.
- Display socially responsible behavior and act as socially responsible agents in the world.
- Make connections across courses and disciplines.
- Develop as healthy individuals—physically, emotionally, socially, ethically, and intellectually.

High Impact Educational Practices (HIPs)

- First-year Seminars & experiences
- Common intellectual experiences
- Learning Communities
- Writing-intensive courses
- Collaborative assignments & projects
- Undergraduate research
- Diversity/Global learning
- Service learning/ Community-based learning
- Internships
- Capstone courses & projects

“Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.”

--Association of American Colleges & Universities (AAC&U), 2010