ENHANCING THE STUDENT LEARNING EXPERIENCE: SCALE-UP AND FYEs

In this issue you will find updates on two major projects UND has undertaken to enhance the undergraduate learning experience. OID has been active in the development of the new SCALE-UP classroom and the FYE pilots. Both initiatives will also be featured in the Inaugural Exceptional UND Showcase (Monday, April 30, from 11 am to 2 pm on the 2nd floor of the Union). The showcase is an opportunity to meet with other faculty, staff, students, and community members to learn about innovative initiatives resulting from the Exceptional UND Strategic Vision. President Kelley will make opening remarks at 11 a.m. in the Lecture Bowl, and the poster session will immediately follow in the Fireside Lounge. Please attend as your schedule permits to visit with colleagues, enjoy hors d’oeuvres, and provide feedback.

SCALE-UP UPDATE
Anne Kelsch, Director of Instructional Development

Design and planning of the SCALE-UP classroom in O’Kelly 61 has progressed steadily this spring and construction should begin at the semester end. As noted in an earlier issue (On Teaching vol. 21, no.4), the Department of Biology will pilot the classroom in the fall. Given the complications of scheduling and the need to work through potential glitches, a cohort of Biology faculty (including those who attended last summer’s Northstar Summer Institute on Undergraduate Education in Biology, sponsored by the Howard Hughes Medical Institute and the National Academies) will “test-drive” the space and its technology. They will also serve as a resource for others as UND moves forward with this room and, hopefully, the construction of additional innovative learning spaces.

This spring OID issued an open call soliciting SCALE-UP course development pro-

THE FIRST-YEAR EXPERIENCE PILOT PROJECT: AN UPDATE
Elizabeth Bjerke (Aviation) and Ryan Zerr (Mathematics)

In fall 2009, Provost Paul LeBel formed a campus-wide committee, the Undergraduate Learning Working Group (ULWG), and gave it a charge that included considering ways to enhance the undergraduate learning experience at UND. Upon completing almost two years of work, the ULWG made recommendations in May 2011 that included the creation of a pilot program focused on helping first-year students make a successful academic transition to UND. The ULWG recommended including two types of experiences, both with an explicit academic focus and carrying Essential Studies credit: first-year seminars (offered as UNIV 110) and first-year research (offered as UNIV 115).

Accordingly, six sections of UNIV 110 and one section of UNIV 115 were offered during Fall 2011, and included participation by 11 different faculty members, some
posals by other departments for classes to be offered in spring 2013. The faculty selected to take part in this Model Project Program, as well as the classes they will be teaching, are listed to the right along with the Biology faculty and classes. The classroom will seat a maximum of 180 students (with 20 tables of nine students) and the estimated total enrollment for the fall 2012 and spring 2013 semesters is over 2,900. In addition, the Model Projects provide some funding for undergraduate TAs, offering additional student benefit.

Faculty taking part in the Model Projects will participate in a May workshop (see details on this page). They will also embed assessments across their courses that allow evaluation of the active and collaborative pedagogies employed in SCALE-UP rooms. Next fall OID will organize teaching demonstrations, open to the campus community, to allow others a better sense of this innovative approach to teaching and learning.

**SCALE-UP courses**

**Fall 2012**
- Concepts of Biology
- General Biology I (6 sections)
- General Ecology

**Spring 2013**
- Human Anatomy
- Concepts of Biology
- General Biology II (3 sections)
- Cell Biology
- Evolution
- Biochemistry
- University Physics I
- University Physics II
- Western Civilization I

**Faculty doing summer SCALE-UP course development**

- William Caraher, History
- Jeff Carmichael, Biology
- Brian Darby, Biology
- Chris Felege, Biology
- Brett Goodwin, Biology
- Jon Jackson, Anatomy and Cell Biology
- Steve Kelsch, Biology
- Kanishka Marasinghe, Physics & Astrophysics
- Peter Meberg, Biology
- Bob Newman, Biology
- John Shabb, Biochemistry & Molecular Biology
- Becky Simmons, Biology
- Kathy Sukalski, Biochemistry & Molecular Biology
- Timothy Young, Physics & Astrophysics
- Kathryn Yurkonis, Biology

**SCALE-UP WORKSHOP**

OID will offer an intensive course development workshop for the SCALE-UP classroom **May 14-16 from 8am-4pm** in the Badlands Room. This workshop will provide support and training for faculty teaching in O’Kelly 61 next year, however a few spaces are available for faculty with a serious interest in developing a course for potential inclusion in 2013-14. Participants will develop active and collaborative pedagogies and articulate learning goals and assessments for their SCALE-UP courses.

The workshop will be conducted by **Dr. Jon Gaffney**, Post-Doctoral Fellow in Physics at the University of Kentucky. Dr. Gaffney has worked closely with Dr. Robert Beichner, who directs the Student-Centered Active Learning Environment for Undergraduate Programs at North Carolina State University. This nationally recognized project is a resource for institutions that want to create and assess classroom environments that support interactive, collaborative learning.

If you are not conducting a Model Project, but have an interest in the workshop, please contact Anne Kelsch at anne.kelsch@und.edu or 7-4233.

**Join a faculty writing group**

If you’d like to take part in a faculty writing group in the fall, or if you’d like to learn more about the groups, contact Kathleen Vacek at 7-6381 or kathleen.vacek@und.edu.
teaching in pairs, and in one case as a three-person team. These courses were designed to enroll no more than 25 students per section, and ultimately realized a total enrollment slightly below the capacity of 175.

As part of its nature as a pilot project, a detailed assessment plan was carried out to help judge the impact of these FYE courses on student success. At this point it is too early to determine some things—such as whether these students have higher GPAs over a sustained period, higher retention rates, or better completion rates, than general UND first-year students—but considering the data that have been collected so far, it is possible to conclude that the FYE Pilot Project courses led to NSSE results for FYE Pilot Project students that were generally above those for UND first-year students overall (based on the 2009 and 2011 NSSE administrations at UND). And, when asked, students in the FYE Pilot Project courses generally felt they were benefiting from the interactions (with their instructor and their peers) and the types of course activities that grew out of the FYE Pilot Program goals.

Given preliminary information such as this, the Provost’s Office has decided to continue the FYE Pilot Project into another year, with continued assessment, study, and discussion about how best to move forward. For Fall 2012, five of the original seven FYE Pilot Program courses will again be offered, and three new sections will be added to increase the number of UNIV 110/115 offerings to eight sections. This will bring the number of faculty who have developed/offered an FYE Pilot Project course to 15, amounting to 9 newly-created courses.

With next year’s offerings, the FYE Pilot Project will have included faculty from five colleges and one staff member from the UND Student Involvement Office, making it a truly campus-wide effort. And although that effort continues, with more study and thought about how to move forward forthcoming, the FYE Pilot Project has added an important piece to the UND FYE picture, and in that way should help clarify how our campus should proceed in aiding the transition to college of our first-year students.

**SUMMER PROJECTS**

Congratulations to the following faculty members who have been awarded Summer Instructional Development Projects (SIDPs) to work on course development projects over the next few months:

**Christopher Atkinson**, Geography “GIS and Climate Change: Toward a Fully Integrated Course”

**Steven Finney**, Languages “Materials Revamp for Norwegian 202”

**Daba Gedafa**, Civil Engineering “Real World Oriented Transportation Asset Management”

**Edward Kolodka**, Chemical Engineering “Conversion of a Traditionally Taught Chemical Engineering Class to a Problem-Based Methodology”

**William C. Martin**, Marketing “Enhancing Active Student Learning in Strategic Marketing Planning”

**Meganne Masko**, Music “Developing Music Therapy Skills Through Case-Based Learning”

**Cynthia Prescott**, History “Fostering Student Engagement and Critical Thinking in History Survey Courses”

**Eric Ross**, Languages “Making Dead Tongues Speak: Modern Language Techniques in the Latin Classroom”

**Robert Stupnisky**, Teaching & Learning and Educational Foundations & Research “Developing Research Experience and Value in the Classroom: Inverting an Introduction to Educational Research Course with a Performance Task”

**Desiree Tande**, Nutrition and Dietetics “Leveraging Technology to Redesign Medical Nutrition Therapy I and Supervised Practice in Nutrition and Dietetics”

**WORKSHOP: ENGAGING UND’S 2012 FIRST-YEAR STUDENTS**

Friday, August 17, 9-11

Much research on first-year students and their learning confirms faculty suspicions. Incoming first-year students are often underprepared. Their expectations concerning academic work do not match those of their professors, and many do not know how to study for college classes. So if you are a faculty member who teaches an introductory level or survey course, what can you do to address these characteristics?

In this 2-hour session, just in time for the start of fall classes, we will look at some of the current research on first-year students, as well as both national and UND data, and offer strategies for meeting our students where they are when they enter our classrooms this fall.

So come join us—and see our new active learning space (we’ll meet in the SCALE-UP classroom, O’Kelly 61) as we work together on engaging this year’s freshman.
Writing Center Summer Hours

The Writing Center will be open with reduced hours during finals week and through June 30. All UND students, faculty, and staff are welcome to meet with a writing consultant.

To make an appointment, visit writingcenter.und.edu.

UPCOMING DEADLINES

May 1       FIDC Grant Monthly Deadline (noon)
            should include all requests between May 4-Aug. 31