Jessica Zerr, English and Writing Across the Curriculum

Our students often hear that we live in an increasingly connected world—a global world in which they will live and work. As such, I want my students to think about how they will prepare for that global world through their education at UND, but I cannot ask students to take on this question without taking it upon myself: How am I—how are we at UND—preparing our students to live with the awareness of a global reality? Or, as UND’s Global Engagement group has asked us, how can we raise our students’ global awareness?

In the spring of 2014, Dave Morstad, Senior Lecturer of Mathematics, and I lead a group of eight students to London, England, for spring break. However, this was not a typical spring break tour. These students were enrolled in A&S 499: Global Explorations, London. The challenge before these students was twofold: conduct research to augment a self-directed research project and practice traveling as an intellectual inquiry.

The idea behind our spring break approach was to create a short-term, faculty-directed study abroad experience for students that gave students a chance to expand their writing skills, practice oral communication skills, and broaden their perspectives through international travel. We wanted to bring together a variety of students representing a range of majors so that we challenged students to take new perspectives on multiple levels—through writing for an audience outside of their fields of study and through the travel experience itself. We also wanted students to experience travel as learner rather than a tourist as we wanted students to see travel as a lifelong learning opportunity.

These goals helped us make key decisions for our course. We applied for an A&S special topics course to remove it as much as possible from a particular major. We then opened the course to any major, and required each student to propose a self-selected research project related to the student’s major and having connections to London so that the travel week could clearly enhance the project. Finally, we conceived of the 3-credit course as three phases: research (preliminary research and pre-writing), discovery (Spring Break in London), and communication (final project revisions, presentations, and exchange of ideas).

For the first half of the semester in the discovery phase, students met weekly in a two-hour seminar class at UND to discuss travel practices and to explore aspects of London’s culture, history, and the United Kingdom’s educational system. The students also conducted initial

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Not surprisingly, several of our students were planning graduation and to build confidence for continued travel after a way to include a global experience in his program of term international experience, however, provided him was hesitant to commit to a full semester abroad even if he would finish his coursework in a reasonable amount of time he was. One of our students, an engineering major, admitted that to study abroad is not only for those studying another language or for those with few accumulated hours in their major studies. From my personal experience and observation, I would be possible for many students. Two common barriers to traditional study abroad experiences over multiple semesters.

In our approach, we made deliberate choices to eliminate potential barriers for study abroad. While study abroad is perhaps the traditional global learning experience, the traditional study abroad experience of a semester may not be possible for many students. Two common barriers to traditional study abroad programs are time and money. From my personal experience and observation, I would add lack of confidence in one’s ability to live and study in an international setting as a third barrier.

A short-term study abroad like ours is one way that we can scaffold global learning and help eliminate barriers to a deeper global learning experience at UND. First, our course was designed to be open to any major, including those with few accumulated hours in their major studies. In this way, we wanted to send the message that study abroad is not only for those studying another language or for those planning a career in international affairs. One of our students, an engineering major, admitted that to finish his coursework in a reasonable amount of time he was hesitant to commit to a full semester abroad even though he knew the value of study abroad; our short-term international experience, however, provided him a way to include a global experience in his program of study and to build confidence for continued travel after graduation.

Not surprisingly, several of our students were planning their next trip before we could get back to UND, and while travel alone is no guarantee of global learning, international travel can be a profound co-curricular global learning experience. For the students who had not traveled internationally before, which included most of the students in our course, traveling to London provided an easy first international experience so that students gained knowledge, skills, and confidence to take on other global learning opportunities. Short-term study abroad experiences are also less expensive overall, and in our case, did not require students to give up part-time jobs.

We hope to offer the course again, and perhaps even offer the course as a model to encourage other faculty considering their own short-term study abroad courses. Certainly, we would refine and revise certain aspects of the course. For example, we would likely add an extra day in London and include more mini-lessons on writing and research. However, students reported satisfaction with the course overall, and we feel that the course achieved much of what we hoped.

One of my favorite learning moments from the course is best seen though one student’s short presentation based on an observation made about mid-week in London. This student noticed that there were few, if any garbage cans on the sidewalks, yet there was very little litter as he would have expected in a US city without garbage cans readily available. Ultimately, that observation and question lead this student doing research into policies and standards for sanitation, recycling, and to consider how cultural practice and expectations factor into seemingly non-cultural issues such as waste collection and waste reduction.

Of course, our concept for a short-term study abroad course is only one way we can raise our students’ global awareness. Just as writing is learned deeply and mastered best through practice across the curriculum, I likewise suspect that global learning happens most comprehensively when students are engaged in multiple ways through multiple curricular and co-curricular experiences over multiple semesters.

There are other faculty who have been working on providing global perspectives to UND students for many years and in many different ways. Later this semester, OID will host an On Teaching Seminar on “Globalizing your Course,” (Wednesday, April 8, 8:30 - 9:30 am) in which we plan to highlight some of the work that is being done by fellow faculty members to increase students’ global awareness, identify ways to infuse global perspectives into our courses, and discuss some of the rewards (and challenges) of creating global learning opportunities, including faculty-directed study abroad.
We can’t necessarily take every student to London (or Beijing or…), but in our increasingly global world we can provide a wealth of opportunities so that our students learn how to engage the world.

If you’d like to learn more about “Globalizing Your Course” join us for our Wednesday, April 8, 8:30 - 9:30 am On Teaching seminar. Registration information is on the back page of this issue.

SIDP CLUSTER PROPOSALS DUE

This spring, in partnership with the academic deans, FIDC will again offer Summer Instructional Development Project (SIDP) Cluster grants to enable faculty to work collaboratively on course design or redesign.

Interest in the program has been very strong. In response to last year’s call, the FIDC received 9 proposals involving 31 faculty, and were able to fully fund 6 projects involving 22 faculty. Thirty-five faculty attended the November information session this fall.

The intent of the SIDP Cluster Program is to support faculty in embracing a broader view of student learning that encompasses not only their own courses, but also other courses their students take. Ultimately the goal is to enhance the student learning experience by bringing intentionality, coherence, and sound pedagogical practice to how students experience the curriculum.

Faculty seeking to collaborate in a cohort of three or more have multiple options for proposing an SIDP cluster. A group from a discipline or academic unit could work to embed a common theme (e.g., leadership, integrity or global warming) or to create alignment between courses (e.g., an intro course, a required 200 level course, and a capstone). An interdisciplinary cohort might pursue a specific pedagogical approach (e.g., experiential learning, inquiry-based learning, undergraduate research) or use comparable teaching resources (e.g., active learning classrooms, distance technologies). Or faculty might improve common types of experiences in the curriculum (e.g, adding specific objectives to capstone courses, embedding specific assignments in courses that give academic structure to study abroad).

We encourage consideration of formal workshops now supported by OID (Teaching with Writing or Teaching with Technology workshops) as one means of assisting group efforts and creating opportunities for collaboration. More information on these opportunities is available in this issue as well as online at www.oid.und.edu.

To explore ideas for a cohort group, contact Anne Kelsch (701.777.4233 or anne.kelsch@UND.edu).

FIDC Funding

The Faculty Instructional Development Committee (FIDC) provides support for course and curriculum development, which goes beyond the means of the individual faculty and academic units. FIDC grants may be used to purchase instructional materials, travel for pedagogical development, travel to make a Scholarship of Teaching and Learning (SoTL) presentation, or other projects related to teaching. To submit a proposal, you will find the necessary information on the OID website.

To discuss ideas and drafts before submitting a proposal, contact Anne Kelsch, (777-4233 or anne.kelsch@UND.edu) or speak to a member of the committee: Joel Liams (A&S); Claudia Routon (A&S); Clement Tang (CEM); Julia Ernst (Law); Matthew Cavalli (CEM); Kari Chiasson (Teaching & Learning); and Joan Hawthorne (VPAA, exofficio).

FIDC Deadlines

February 1 Travel & Materials
March 2 Travel & Materials
SIDP Cluster Proposals
April 1 Travel & Materials
May 1 Travel & Materials
Online Course Design Workshop
Friday, April 24 from 1-4 pm

Thinking about putting a course online? If so, please join us for an afternoon of online course design. In this workshop, we will cover the basics of online pedagogy, describe the components and structure of an online course, and offer a pathway for getting started. At the end of the workshop, participants will be able to:

- Identify essential components & related technologies of an online course.
- Apply a model of course design to the outline of an online course.
- Recognize common decision points in developing an online course.

Presented by Dr. Lorna Richey Kearns, Director of Online Programs & the Center for Instructional Development and Distance Education, University of Pittsburgh. Location: SCALE-UP classroom (Room 61, O’Kelly Hall)

Student Engagement in Online Learning Workshop
Saturday, April 25 from 9am-12 pm

Online learning offers more possibilities for student engagement than you might think. In this workshop, you will learn how to create and cultivate “presence” in an online course. And you will see how teaching strategies and instructional technologies can come together to support active, engaged student learning. At the end of the workshop, participants will be able to:

- Apply Moore’s framework of student interaction to an existing or planned online course.
- Identify tools and technologies for use in creating active learning opportunities for students.
- Describe strategies for creating and sustaining student engagement in an online course.

Presented by Dr. Lorna Richey Kearns, Director of Online Programs & the Center for Instructional Development and Distance Education, University of Pittsburgh. Location: SCALE-UP classroom (Room 61, O’Kelly Hall)

Registration information for both workshops will be available soon. Please contact Anne Kelsch (anne.kelsch@UND.edu) with any questions.

Workshops sponsored by the Office of Instructional Development, the Center for Instructional and Learning Technologies, and the Office of Extended Learning; in collaboration with the Senate Online and Distance Education Committee
What Faculty Need to Know about ES Capstone Assessment Week (February 23-27, 2015)
Learning Outcomes: Quantitative Reasoning & Information Literacy

Each year, UND looks at two of the Essential Studies learning outcomes to gain an understanding of where our students are learning in the program. We use “ES Assessment Week” to conduct these assessments with senior students who are enrolled in ES Capstone courses. This will be the second year for ES Assessment Week—we launched it last year to step up our campus work in UND student learning. The main idea of ES Assessment Week is to create a specific event and time period to conduct these assessments with our students who are at the end point of their undergraduate studies.

LOGISTICS
• Faculty who are interested and who are teaching ES Capstones volunteer their students to participate in Assessment Week.
• For 2015, two different assessments will be used: Quantitative Reasoning and Information Literacy.
• Students from volunteered classes will be randomly assigned to one of the two assessments. Assessment Week coordinators will make the assignments, notify the students, and send reminders.
• All assessments will take place within Assessment Week. Approximately ten different time slots—including early morning, afternoon, and evening times—will be available for sign-up.
• It may be possible for some capstones to complete assessments within their own classrooms. Because this option has some special considerations, we ask that instructors please consult with Joan Hawthorne or Tom Steen.
• The two ES assessments, as well as the rubrics, are “home grown.” UND faculty teams designed the performance tasks, keying them to our learning outcomes and rubrics.

WHO
• The participants are students in ES Capstone courses. They volunteer during sign-up week to participate.
• We ask Capstone instructors to invite and encourage their students to participate. Instructors are asked to devise incentives, if appropriate, and build them into their Capstones (e.g., participation points, extra credit for completing the assessment).
• Small teams of faculty members designed the “performance tasks” that serve as the assessment tools. Teams developed a broad, interdisciplinary problem—and a set of related documents and supporting materials—that is given to the students for the assessment. Students address the problem in such a way that their work is captured and saved for the scoring session that takes place later.

TIMELINE
• This year, ES Assessment Week is scheduled for the last week of February. Time slots will be spread out across the week so students can select an assessment time that suits their schedules.
• The sign-up period for Assessment Week time slots is February 9-13. Students will be notified of their time slot by email soon after the sign-up.
• The “scoring sessions,” in which faculty and academic staff assess the student work that comes from Assessment Week, will be held at the end of the semester: Monday, May 11.
• The results will be available and posted immediately after the scoring session.

RESULTS?
Assessment results will be used for ES program-level assessment. The Quantitative Reasoning and Information Literacy results will be reported after the May/15 scoring session—posted on the ES website and shared in campus events in fall of 2015.

MORE INFORMATION?
If you are teaching an ES Capstone and interested in volunteering your students for Assessment Week, contact Carla Spokely at the Essential Studies office: Carla.spokely@und.edu or 777-4434. For more information about the week, contact Tom Steen (thomas.steen@und.edu; 777-6063). To help with designing the assessments or to help with proctoring an Assessment Week time slot, contact Joan Hawthorne (joan.hawthorne@und.edu; 777-4684).

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SPRING FACULTY STUDY SEMINARS

Faculty Study Seminars allow faculty with common interests to learn more about a teaching-related topic. This semester the Office of Instructional Development will sponsor three. Each group meets four times a semester, at times mutually agreed to by participants, to read and discuss a teaching-related book (books provided by OID). Your only obligation is to read and to show up for discussion. To sign up for a group, e-mail the facilitator noted below with your contact information (e-mail and phone). You will be contacted once the group is full to set an initial meeting date.

Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life by Chris Thaiss and Terry Myers Zawacki’s (Heinemann, 2006).

As part of our year long effort to help programs and departments think about student writing across their curriculum, Chris Basgier will lead a faculty study seminar on Chris Thaiss and Terry Myers Zawacki’s (2006) Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life.

In this book, the authors compare faculty and student perceptions of academic writing in the disciplines in order to develop recommendations for individuals as well as programs looking to integrate writing more fully into students’ learning experiences. Engaged Writers and Dynamic Disciplines was described by one reviewer as “an exceptionally thoughtful investigation of writing in the academic disciplines . . . a smart and elegant book.” We encourage you to consider inviting your departmental colleagues to join the Faculty Study Seminar with you as on way to enhance collaboration and coordination across your curriculum. Faculty interested in taking part in the FSS should contact Chris Basgier at christopher.basgier@UND.edu

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do by Claude M. Steele (W.W. Norton & Co. 2010).

“Stereotype threat” describes the anxiety people feel in a situation in which they might be judged or treated in a negative way due to stereotypes about a group to which they belong. It can affect people in various ways and, because there are stereotypes about all groups, it can affect anyone. In higher education stereotype threat may impact the performance of women in math or engineering; men in nursing or elementary education; Native American students in discussion based classrooms; or African American students on standardized test. The implications for our classrooms and institution are great. What can we do about it?

A recent Inside Higher Ed article describes a new book by William G. Bowen and Eugene M. Tobin as “seek[ing] to deliver a friendly but urgent message about the importance of shared decision-making to higher education’s future.” It is exactly that sense of urgency about the need to “do more” with shared governance at UND that led to many large-scale discussions on leadership and governance over the last 18 months.

To build on and sustain the momentum already generated, Bowen’s and Tobin’s book will be the focus of a Faculty Study Seminar opportunity in spring 2015. In Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education, the authors suggest “we need new ways, maybe even radically new ways, of engaging faculty members and administrators in discussions of options, and how to seize them, that will cut across departmental lines and at times across campus and even institutional boundaries.” Might Bowen and Tobin have advice for us as we continue to consider ways to strengthen collaborative governance at UND?

If you’re interested in learning more about the collaborative governance evolution that Bowen and Tobin suggest we need, please consider joining this Faculty Study Seminar reading group, which will meet during the spring semester, at times mutually agreed to by participants, to read and discuss. Books will be provided by the Provost’s Office, and your only obligation is to read and engage in discussion.

To sign up, e-mail Anne Kelsch (anne.kelsch@und.edu) with your contact information (e-mail and phone). You will be contacted for your schedule in order to set an initial meeting date.
Spring 2015 ON TEACHING SEMINARS

On Teaching Seminars are an opportunity to share a meal and discussion of teaching issues with colleagues from across campus. Please note the seminar times and the deadlines for registration.

**Efficient and Effective Academic Advising: Best Practices for Guiding Students**
Thursday, February 12, 12:30-1:30 pm (register by Tuesday, February 10 at noon)
NOTE: Memorial Room, Memorial Union

**Guiding Graduate Theses and Dissertation Writers**
Wednesday, March 4, 12:00-1:00 pm (register by Monday, March 2 at noon)
Badlands Room, Memorial Union

**What Do Alumni and Employer Surveys Tell Us About Student Learning?**
Friday, March 13, 8:30-9:30 am (register by Wednesday, March 11 at noon)
Badlands Room, Memorial Union

**Globalizing Your Course**
Wednesday, April 8, 8:30 - 9:30 am (register by Monday, April 6 at noon)
Badlands Room, Memorial Union

**Cheating Lessons: Learning from Academic Dishonesty**
Wednesday, April 29, 12:00 - 1:00 pm (register by Monday, April 27 at noon)
Badlands Room, Memorial Union

To register & reserve a meal, visit oid.UND.edu. For information, contact Jana Diemert, 777.4998