

Teaching for wisdom:

*Achieving higher order thinking
in our graduates*

PROGRAM

*Sponsored by
The Collaboration for the Advancement
of College Teaching & Learning*

**FEBRUARY 19-20, 2004
RADISSON HOTEL SOUTH
Bloomington, Minnesota**

PROFESSIONAL *Development Conference*

HBCU/TRIBAL COLLEGE ROUNDTABLE RECEPTION

Wednesday, 7:30-9:00 p.m. — Separate registration required.

PLAZA 6

Participants from Collaboration member historically black and tribal colleges are invited to attend this informal gathering to socialize and discuss issues of common concern to your institutions. Light desserts and coffee will be served.

PRECONFERENCE SESSIONS

Thursday, 8:15-10:45 a.m. — Separate registration required.

A CREATING A CULTURE OF ASSESSMENT ON YOUR CAMPUS

*Jo Beld, Director of Academic Research & Planning
St. Olaf College
Mark Christians, Student Learning Assessment Co-coordinator
Barb Hoekstra, Student Learning Assessment Co-coordinator
Dordt College*

PLAZA 1

With student learning outcomes at the forefront of many campus discussions and initiatives, and accrediting agencies and granting organizations placing far greater emphasis on learning outcomes than ever before, many campuses are looking at assessment with new interest and a sense of urgency. The challenge lies in addressing assessment in a way that is meaningful, manageable, and in alignment with institutional mission. In this session, you will learn about factors and strategies that can build a campus culture that values assessment both in principle and in practice.

B THE DESIGN OF CHANGE: Creating a Core Curriculum

*Lori Brandt Hale, Assistant Professor, Department of Religion
Merilee Klemp, Associate Professor, Department of Music
Dallas Liddle, Assistant Professor, Department of English
Ambrose Wolf, Associate Professor, Department of Physics
Augsburg College*

PLAZA 2

Last fall, Augsburg College faculty approved a comprehensive general education plan produced by a design team that had begun its work only five months before. The team developed a model of change grounded in organizational theory, design techniques, and student learning outcomes. Participants will learn how this intentional process resulted in new insights and surprising success in managing curricular change; a specific model is offered for faculty and administrators.

C MAKING THE TRANSITION: Developing Electronic Portfolios in Teaching Education

*Jeffrey C. Ford, Assistant Professor, Department of Education
Eugene Hermitte, Associate Professor, Department of Social Science
Johnson C. Smith University*

PLAZA 3

As a result of the increased demand for accountability in education, institutions of higher learning have begun developing portfolios as a way to have students demonstrate their competencies with authentic artifacts. This presentation will define portfolios in general and as they relate to teacher education, describe the rationale for and steps in developing an electronic portfolio and outline the process that Johnson C. Smith University has taken to establish a standards-based (INTASC and ISTTE) teacher education portfolio. Participants will receive step-by-step guides/templates and will create an initial individual portfolio plan that meets the needs of their respective programs.

D WISDOM PRACTITIONERS: Shifting Perspectives & Practices for Senior Faculty

*Katherine Hirsh, Associate Educational Specialist, Center for Teaching & Learning Services
Kathleen O'Donovan, Associate Educational Specialist, Center for Teaching & Learning Services
University of Minnesota-Twin Cities*

PLAZA 4

Wisdom practitioners face transformation. While seeking to answer the age-old question "Who am I?" senior faculty members intentionally question their self-knowledge, expand their teaching practice, and enhance their relationships with students. Using metaphors, story-telling, and critical reflection, experienced faculty and faculty developers will generate new definitions of wisdom, examine a process for becoming a wise practitioner, and discuss classroom practices for fostering wisdom in the context of both teaching and learning. Session participants will be invited to share current and/or future program initiatives for experienced faculty within their own institutions.

*Tom Balistrieri, Director of Student Development and Counseling
Worcester Polytechnic Institute*

Dr. Balistrieri has adapted this session from a class he co-taught with an Australian Aboriginal elder. The purpose of this session is to increase understanding of the impact that technology and that each and every person has on the environment. Discussion will include what elders from other indigenous cultures (Inuit, Taos, Lakota, Anishinabe, Micmac) have shared in regards to their wisdom about life and inter-connectivity. Participants will have the opportunity to examine their own lives relative to these indigenous beliefs and gain a deeper understanding of themselves, their beliefs and behaviors regarding life, living in balance, tones and technology.

OPENING SESSION

Thursday, 11:00 a.m. - 12:15 p.m.

WELCOME AND INTRODUCTION

*Lesley K. Cafarelli, President and Chief Executive Officer, The Collaboration
Darlene Habanek, Assistant Professor, Department of Education Foundations
University of Wisconsin - Whitewater*

KEYNOTE ADDRESS CREATING SACRED SPACE AND SACRED TIME WITH STUDENTS

*Tom Balistrieri, Director of Student Development and Counseling
Worcester Polytechnic Institute*

Higher Education is one of the cornerstones of our culture. We hope young people will learn more than just technical and professional theory and practice while in college. The goal is for them to learn to live in balance and develop a sense of connection with themselves, their family, their community, nature and something greater than themselves. While attending school, they should develop a sense of ethics, integrity and justice, and ultimately we hope they will learn what many Indigenous people refer to as the "Ceremony of Life."

GRAND BALLROOM EAST

In the world of Higher Education it is the faculty, staff, and administration that teaches and guides young people through this Ceremony of Life, this becoming into adulthood. Eldering and mentoring is an art that includes learning how to create an opportunity for sacred space and sacred time. It is in this sacred space and sacred time that the magic, the reality, of the elder/student relationship takes place. It's an art all elders, teachers, mentors and parents need to re-learn if we are to help our young people thrive.

Thomas Balistrieri, Ed.D., LHMC, is the Director of Student Development and Counseling at Worcester Polytechnic Institute in Worcester, MA. In the course of his professional life, Dr. Balistrieri has been a career counselor and a management development internal consultant at a large corporation and has taught graduate level counseling theory courses and undergraduate courses to include sport psychology, general psychology, and Cross Cultural Psychology.

Dr. Balistrieri has spent the last 13 years gathering information about traditional initiation practices around the world. He has met or worked with elders from many Native American nations, including Lakota, Nakota, Crow, Hopi, Diné, Anishinabe, Chippewa, Cherokee, and Stockbridge-Munsee. His research has focused on learning how the dominant culture can assist young people in becoming wiser and more balanced adults. The outcome of this research is an extended initiatory process called "Passage," a revolutionary multicultural program that assists students in the transition from youth to adulthood. Tom learned the essence of Passage from a Lakota elder: "When someone you are teaching or mentoring behaves badly, don't shame or blame them. Instead, look in the mirror." Passage is being used, in different forms, at high schools and universities around the country.

LUNCH

12:30-1:30 P.M.

GARDEN COURT

BOOKS AVAILABLE IN PLAZA MALL

A conference bookstore, operated by the University of St. Thomas, will have texts related to the conference theme as well as other topics available for purchase during the conference. The bookstore accepts checks and major credit cards.

CONCURRENT SESSION 1

Thursday, 1:45 - 3:00 p.m.

1A REASONING THROUGH ETHICAL DILEMMAS IN FIRST-YEAR ENGINEERING EXPERIENCE

PLAZA 3

*Larry Simonson, Professor, Department of Electrical Engineering
Larry Stetler, Associate Professor, Department of Geology & Geological Engineering
South Dakota School of Mines & Technology*

At SDSM&T, all engineering majors are introduced to the process and importance of carefully reasoning through ethical decisions related to their future practice as engineers. Part of this introduction involved carefully structured ethical dilemmas and case studies in our first-year engineering course, GE115. A series of ethical dilemmas and case studies form the basis of structured in-class work performed by student teams. Participants will try out multiple means of structuring class modules in order to pace students through the ethical reasoning process and to lead them to insights into how and why they reason as they do. The assessment results, techniques, tools, and insights from sections taught by nine faculty members will be shared with participants.

1B DOUBTING WISDOM: Developing Reflective Judgment Within and Beyond the Academy

PLAZA 2

*Andy Johnson, Associate Professor, Department of Psychology
Samuel Zalanga, Assistant Professor, Department of Sociology
Bethel College*

Participants will experiment with their own rationale and approaches to cultivating doubt as a means of increasing wisdom after a presentation of two models of wisdom. Case studies in the first model will illustrate the necessity of reflective judgment and humility in decision-making. Classroom applications will address strategies students can use in complex situations when the information available is inadequate and the future implications of their actions are unknown. Implications of power and informational differences for the use of these strategies will be examined from a sociological perspective. The second approach focuses on cultivating wisdom within students. Developing wisdom through a process of balancing knowing and doubting is emphasized to highlight the role of overconfidence in inhibiting the development of wisdom.

1C GAINING WISDOM - LOSING CONTROL: Teaching Wisdom in the Student-Centered Classroom

ATRIUM 7

*James Ballard, Professor, Department of Physics
Ramona Czer, Professor, Department of Communication/Humanities
Mark Harstad, Professor, Department of Religious Studies/Humanities
Lars Johnson, Professor, Department of Communication/Humanities
Bethany Lutheran College*

This session examines the benefits of creating a classroom environment that allows room for the role of students and teachers to be re-cast in a way that reflects Paulo Freire's ideas about teacher-students and student-teachers. When a non-hierarchical relationship is allowed to exist between students and teachers, the development of wisdom in students, empowered with an active role and voice in the shape of their courses and in the class dialectic, is possible. In addition to theorizing about the benefits of such a classroom, the session will include two interactive experiences for participants that will equip them with the beginnings of a pedagogy designed to empower their students and enable the teachers to lose control.

1D COMMUNITY PARTNERS IN SERVICE PROJECT: Links to Wisdom Through Service and Scholarship

PLAZA 1

*Terrance Anderson, Academic Fieldwork Coordinator, Department of Occupational Therapy
Stacie Iken, Program Director/Assistant Professor, Department of Occupational Therapy
Janeene Sibla, Assistant Professor, Department of Occupational Therapy
University of Mary*

This session focuses on integration of service-learning and research as a strategy to develop students' ability to serve society as informed, engaged, and inquisitive citizens, community leaders, and professionals. The Community Partners in Service Project offers students opportunity to develop wisdom by integrating technical and professional skills with the scholarship of research while fostering personal growth that emerges through service to others. Links between the university and community offer students exposure to diverse populations and enhance students' ability to solve complex issues by incorporating a global perspective. Participants will leave with tools necessary to implement a plan integrating the combined use of service and research as a strategy to assist students in developing wisdom through reflective judgment and critical thinking.

CONCURRENT SESSION 1, cont'd

Thursday, 1:45 - 3:00 p.m.

1E
NUTS AND BOLTS
STRATEGIES TO HELP
STUDENTS DEVELOP WISDOM
(Part 1)

PLAZA 5

*Deb Wingert, Teaching Consultant, Center for Teaching and Learning Services
University of Minnesota – Twin Cities*

Participants will explore nuts and bolts strategies to help students develop wisdom. Multiple active learning strategies will be presented to illustrate how educators can design instruction that encourages students to form a deep and meaningful understanding, an essential aspect of wisdom. Particular emphasis will be given to ways in which teachers can foster various characteristics of wisdom, which both approximate and potentially further the students' intellectual and ethical development, as well as Belenky's perspectives and Erikson's emotional/behavioral developmental tasks. By blending both these contributions and potential active learning strategies, participants will ultimately produce a strategic plan for fostering wisdom in their classrooms.

1F
INCORRECT AND CONFIDENT:
Developing Wisdom by
Reducing Overconfidence

PLAZA 4

*Jeff Grann, Doctoral Student, Department of Educational Psychology
University of Minnesota-Twin Cities*

An important aspect of wisdom concerns distinguishing what one knows from what one does not know. Thirty years of empirical studies show that college students have trouble making this distinction, with many students being overconfident on moderately difficult general knowledge questions. To develop this aspect of wisdom, teachers should focus on students' confidence as well as their knowledge. The presenter will demonstrate one method for assessing and analyzing confidence that can provide specific feedback to each student. Aggregated, this information can also help teachers identify instructional topics and instructional methods associated with overconfidence. Participants will discuss their experience with overconfident students and how particular instructional methods influence students' confidence.

1G
WHAT THE SAGES
CAN TEACH US ABOUT
TEACHING ADULTS:
Nine Principles We Can
Apply Today

PLAZA 6

*Marsha Covington, Instructor, School of Education
Patricia Luopa, Senior Instructional Designer, Department of E-Learning
Capella University*

The world's greatest teachers from diverse cultures—Pythagoras, Plato/Socrates, Confucius, Gautama, Jesus, Augustine, Aquinas, Erasmus, Bacon, Benjamin Franklin, Nadia Boulanger, Alfred North Whitehead, and Myles Norton—have left a legacy rich in methods of teaching for the attainment of inner wisdom. Nine universal principles are reflected in the teaching philosophies and practice of each of these teachers. In this session, we will review these principles and discover practical ways we can use the lessons of the great teachers in our curriculum design and teaching. Together, participants and facilitators will analyze the usefulness of the principles in a variety of modern educational settings, including an online university; acknowledge the challenges they pose; and develop ways to incorporate these principles into the daily practice of teaching for wisdom.

BREAK

3:00 - 3:30 P.M.

PLAZA MALL

CONCURRENT SESSION 2

Thursday, 3:30 - 4:45 p.m.

2A INDIGENOUS PLACE-BASED KNOWLEDGE OF MISSOURI RIVER AND TRIBUTARIES

ATRIUM 7

*Gladys Hawk, Instructor, Department of Arts and Humanities
Mark Holman, Librarian
Lanniko Lee, Instructor, Department of English and Humanities
Sitting Bull College*

Sitting Bull College hosted a week-long teachers' institute June 1-7, 2003 at its Mobridge site entitled "Indigenous Place-Based Knowledge of the Missouri River and Its Tributaries," which proved to be a much-needed and wanted course for classroom educators. The institute met its goal of providing participants with a basic examination of riparian culture from the Native American perspective. In studying the wealth of place-based knowledge about the Missouri River provided by tribal scholars, participants experienced storytelling in the oral tradition to learn about the environmental changes to the river and its flora and fauna. Finally, tribal scholars led participants to develop pedagogical strategies and reflective writing techniques to include in the public education science curricula.

2B WISDOM AND SILENCE: Accessing Wisdom in the Silence of the Retreat Setting

PLAZA 3

*Lois Neve, Volunteer
ARC Ecumenical Retreat Community
Debra Ricci, Technical Writer, Department of Engineering & Technology Management
University of St. Thomas*

Wisdom already lies within, yet it is necessary to remember how to access it. Going within to find one's wisdom happens for many in the Silence of the retreat setting where one can experience freedom from ever-increasing distractions of modern living. During this highly interactive presentation, participants will learn several techniques for entering into the Silence where wisdom resides. They will participate in creating a phenomenological definition of Wisdom and define retreating. They will learn how to design a silent retreat space in their own homes, offices, or classrooms, and become acquainted with retreat centers in their area. For faculty, staff, and students, this session will culminate in a discussion of how to bring retreating to the classroom and the classroom to the retreat setting.

2C READING, WRITING, AND SKETCHING THE LANDSCAPE: Valuing the Experiential in Education

PLAZA 2

*Mary Wright, Instructor, Department of Education
University of Minnesota-Duluth*

This presentation highlights the journey of fourteen pre-service teachers as they deliberate and reflect on the importance of keeping the experiential alive within their pedagogies through reading, writing and sketching the landscape. This program reaffirms Henry David Thoreau's educational philosophy in making a choice to live deliberately, re-establishing communion with the natural world to keep experience and reflection at the heart of authentic learning. Within the presentation, participants will explore sketch journaling as a way of inviting reflection into past and present experience.

2D DEVELOPING INTENTIONAL LEARNERS THROUGH SERVICE-LEARNING AND LEARNER-CENTERED APPROACHES

PLAZA 1

*Brenda Deckard, Director of Student Services, Department of Plant Sciences
Edward Deckard, Professor, Department of Plant Sciences
North Dakota State University*

Teaching for wisdom requires that we develop intentional learners and connect with them on the emotional as well as intellectual level. A collaborative plant science service-learning project provided a methodology for meeting these requirements, including helping university students use higher order thinking skills and relinquish stereotypes associated with diversity of cultures and the disadvantaged. This project uses a learner-centered approach, a variety of written and oral communications, and small groups composed of K-12 and university students. The project is designed to assist students in developing elements of wisdom more efficiently and effectively, and it will serve as a springboard for discussion and sharing regarding higher order thinking skills and teaching for wisdom.

CONCURRENT SESSION 2, cont'd

Thursday, 3:30 - 4:45 p.m.

2E NUTS AND BOLTS STRATEGIES TO HELP STUDENTS DEVELOP WISDOM (Part 2)

PLAZA 5

*Deb Wingert, Teaching Consultant, Center for Teaching and Learning Services
University of Minnesota – Twin Cities*

Participants will explore nuts and bolts strategies to help students develop wisdom. Multiple active learning strategies will be presented to illustrate how educators can design instruction that encourages students to form a deep and meaningful understanding, an essential aspect of wisdom. Particular emphasis will be given to ways in which teachers can foster various characteristics of wisdom, which both approximate and potentially further the students' intellectual and ethical development, as well as Belenky's perspectives and Erikson's emotional/behavioral developmental tasks. By blending both these contributions and potential active learning strategies, participants will ultimately produce a strategic plan for fostering wisdom in their classroom.

2F CULTIVATING WISDOM BY TEACHING DEVELOPMENTALLY: Applying the Reflective Judgment Model in the Classroom

PLAZA 6

*Marion Hogan Larson, Professor/Director Honors Program, Writing Department
Katherine Nevins, Professor & Faculty Development Coordinator, Department of Psychology
Bethel College*

To cultivate wisdom, we must understand students as learners so that we may help them grow in the complexity of their thinking. To this end, we will introduce the Reflective Judgment Model of intellectual development in the college years (Kitchener and King). Using this model, faculty participants in our session will receive tools for recognizing the Reflective Judgment level of their students and will be encouraged to consider the possible implications of this knowledge for assignment development and interaction with student work. Participants will leave our session with two specific ideas for teaching developmentally.

2G ETHOS, PATHOS, LOGOS AND THE THREE-FOLD PATH TO WISDOM

PLAZA 4

*Judy Foster, Professor, Department of English
St. Cloud State University*

This session will provide practice-demonstration of how textual analysis, using the ancient rhetorical categories of ethos (character), pathos (emotion), and logos (reason), can indirectly teach wisdom, defined here as the synthesis of trustworthy character, emotional intelligence, and higher order thinking. Participants will read and discuss a sample text using the rhetorical tools of ethos, pathos, and logos to understand and evaluate the dynamics of the text and its power (or lack thereof) to move its audience. Participants will then reflect, through a guided process, on the three components of wisdom represented by the rhetorical categories and how they can apply those components in their own areas of higher education.

DISCIPLINARY & SPECIAL INTEREST GROUPS

Thursday, 5:00 - 6:00 p.m.

PLAZA 6

A CONVERSATION WITH TOM BALISTRIERI AND JOHN ZUBIZARRETA Meet informally with our plenary speakers to discuss their presentations and reflect on other conference sessions and experiences.

PLAZA 1

DISCIPLINARY INTEREST GROUPS will be convened in the following five disciplinary areas:

- Education
- Humanities and Fine Arts
- Health Sciences
- Science, Math, Engineering, and Technology
- Social Sciences

The Collaboration's DIGs are designed to encourage the scholarship of teaching and learning (SOTL) by providing venues for informal exchange and dialogue among faculty and teaching assistants.

GARDEN COURT

RECEPTION

Thursday, 6:00 - 7:00 p.m.

NOTE: For individuals not registered for the FDC Breakfast session, a continental breakfast will be available in the Plaza Mall beginning at 7:30 a.m.

FACULTY DEVELOPMENT COORDINATORS' SESSION

Friday, 7:30 - 9:15 a.m. — Separate registration required.

NOTE: This session is designed for directors and staff of faculty development programs and members of faculty development committees.

*Jane Miller, Director of the Academic Health Center
University of Minnesota - Twin Cities
John Zubizarreta, Professor of English and Director of Honors and Faculty Development
Columbia College*

How can we as faculty developers encourage our colleagues to challenge students to do more than just demonstrate recall and comprehension? Almost all institutional mission statements and most faculty claim that they want students to be able to do analysis, synthesis, and evaluation, but too often a different message is sent in the way we teach and evaluate. What are some techniques and strategies for prompting faculty to see the gap between stated goals and actual practice? This informal session will include discussion on information gathered at conference sessions and will allow participants the opportunity to share concrete examples of what has worked on their campuses and to learn from others about ways to assist faculty in teaching students higher order thinking skills.

**ASSISTING FACULTY
IN TEACHING
HIGHER ORDER THINKING:
Matching what we say with
how we teach**

PLAZA 1

CONCURRENT SESSION 3

Friday, 8:00 - 9:15 a.m.

*Elise Amel, Assistant Professor, Department of Psychology
Lauren Braswell, Assistant Professor, Department of Psychology
Jean Giebenhain, Professor, Department of Psychology
John Tauer, Assistant Professor, Department of Psychology
University of St. Thomas*

Service-learning has been linked with many positive outcomes for students, including the development of higher order thinking skills and increased community involvement. Service-learning is an exciting but relatively new innovation within the field of psychology. Approximately half of the psychology faculty at the University of St. Thomas have integrated service-learning activities into their courses. Through workshops, our own experiences, and informal discussion with each other, we have developed several effective models for service-learning, some of them award winning. Three of these models will be shared, covering areas as diverse as Clinical and Industrial-Organizational Psychology. Also, we will provide participants with handouts including instructions for assignments and lists of area organizations with which we have had collaborative success.

**3A
CULTIVATING WISDOM
THROUGH
SERVICE-LEARNING
IN PSYCHOLOGY**

PLAZA 4

*Linda Barnhart, Director of Nursing Practice and Operations, Nursing Administration
Methodist Hospital
Velma J. Lashbrook, Faculty, Center for Leadership Studies
Augsburg College*

This session explores learning activities that were designed for use in the Master of Arts in Leadership program at Augsburg College, from both faculty and student perspectives. They are designed to develop four aspects of wisdom: compassion, inquisitiveness, leadership, and global responsibility. After overviews of what the activities and assignments were intended to accomplish and how the student transferred learning to the workplace, participants will share how they do or could develop these competencies in their classes or programs. Basic assumptions underlying this presentation are that in order to affect wisdom: learning objectives must be at least application level or above (in Bloom's taxonomy), activities and assignments must be relevant to the work or lives of the participants, and learners must gain insight into themselves.

**3B
DEVELOPING
COMPASSIONATE,
INQUISITIVE LEADERS
PREPARED FOR GLOBAL
RESPONSIBILITY**

PLAZA 2



CONCURRENT SESSION 3, cont'd

Friday, 8:00 - 9:15 a.m.

3C
**ENHANCING PROFESSIONAL
DEVELOPMENT THROUGH
REFLECTION PLUS
360-DEGREES OF FEEDBACK**

ATRIUM 7

Linette Fox, Assistant Professor, Department of Management
Tanya Hamilton, Fourth-year Student, Department of Management
Johnson C. Smith University

This session will introduce an innovative process for teaching and learning through reflective essays and the use of 360-degrees of feedback from peers. Although the 360-degree feedback model is a formal assessment method used by corporations to evaluate human resources based on input from people who work for and with them, in this class feedback comes from reflections of self-collected data and feedback letters from peers. The feedback letters and reflective essays will be analyzed by the instructor and the results (or wisdom of using the process), will be presented during the conference session. Participants will be encouraged to share feedback with the instructor and student who will assist in the presentation. Also, participants will be asked to help create a list of strategies that might be useful in designing similar classes.

3D
**THE WISDOM MATRIX:
An Indigenous Perspective**

ATRIUM 6

Virginia Allery, Professor, Department of Education
University of Mary

The wisdom matrix is the recognition that the spiritual and physical worlds are integrated within each of us. The purpose of this session is to discuss the value of indigenous spirituality in transforming our teaching to include the broader terrain of spirit. We will explore the perennial wisdom of the Native Peoples in North America as symbolized in ceremonies and oral traditions. Participation will focus on discussion and sharing of insights on how teaching and learning relate to one's spiritual journey. Journaling as a reflective teaching strategy will be discussed. This session will be useful to any faculty and staff who are interested in sharing their insights on how to integrate spirituality and teaching.

3E
**THE EYES OF WISDOM:
Imagination, Inquiry, and
Innovative Teaching Tools
(Part 1)**

PLAZA 5

Caroline Bassett, Director
The Wisdom Institute
Lori Schroeder, Faculty Development Coordinator, Center for Teaching and Learning
Minnesota State Colleges and Universities

Adult education scholars view wisdom as the pinnacle of adult development. While it is elusive and difficult to grasp on a conceptual and behavioral level, its role in contemporary society grows in significance. The complexity and challenges of 21st-century living have motivated educators to understand the importance of wisdom and cultivate it in themselves and their students. The session will examine the complex nature of wisdom and explore ways in which educators can apply wisdom concepts to their teaching. To increase an understanding of the nature of wisdom and its pedagogical applications, complex concepts will be punctuated through individual reflection and small group work. Participants are asked to bring a course syllabus that they wish to transform to include a wisdom component.

3F
**THE IMPORTANCE OF
CONTEXT IN STUDENT
JOURNALING**

PLAZA 3

Mark Leon Winegar, Assistant Professor, Department of Computer Science
Mount Marty College

This session is a group discussion of the importance of context in student journaling. Participants will record experiential reflections with and without contextual information and compare the quality of their writing. The successful participant will understand the importance of providing contextual questions to student journalists.

CONCURRENT SESSION 3, cont'd

Friday, 8:00 - 9:15 a.m.

3G
DO DOCTORS EAT BRAINS?
Using Critical Thinking to
Explore Multicultural
Understanding

PLAZA 6

Catherine Blaschko, First-year Student, Department of Youth and Pastoral Ministry
Anna Dehmer, First-year Student, Department of Studio Art
Carolyn Vitek, Senior Lecturer, Department of Biology
Saint Mary's University of Minnesota

Learning to live, work, and play together in a university community often results in non-agreement. Many students are surprised to learn that almost all disagreements are the result of non-clarity or opposing assumptions. Students find it challenging to identify their own assumptions and the assumptions of others, especially regarding diversity. In this session, participants will implement Richard Paul's critical thinking model using Anne Fadiman's non-fiction book, *The Spirit Catches You and You Fall Down: a Hmong Child, her American Doctors, and the Collision of Two Cultures*. The purpose is to actively engage students in regular critical thinking so that they foster deeper understanding and empathy towards others, discern wise and civil ways of being, and promote courage of action. This is the ultimate goal of wisdom.

BREAK

9:15-9:30 A.M.

PLAZA MALL

CONCURRENT SESSION 4

Friday, 9:30 - 10:45 a.m.

4A
BROADENING EXPERIENCE
AND BUSTING
EXPECTATIONS:
Methods Toward Building
Contextualized Knowledge
and Flexible Thinking

PLAZA 4

Andy Johnson, Professor, Department of Psychology
Carole Young, Professor, Department of Psychology
Bethel College

Learn how an experience-based approach has been applied to a variety of psychology courses to help students build, break down, then build again their beliefs and schemata about the world. This session will include discussion of benefits and challenges of this approach. Benefits to the students include greater openness to new ideas, confidence in their ability to solve problems, and application of learning to situations outside the classroom. Drawbacks of the approach include less direct gain of information, higher anxiety in some students, and substantial investment of the instructor's time. Participants will engage in learning experiences and discuss how other courses might incorporate this approach.

4B
PATHWAYS TO WISDOM:
Using E-Folio Rubrics to
Document Student Growth

PLAZA 2

Shelley Bibeau, Associate Dean, Department of Instructional Technology
Lorie Costello, Faculty Coordinator of Center for Learning, ADMS/CTL
Margie Tomsic, Associate Dean, Department of Assessment & Research
Saint Paul College

In this session, participants will use an E-Folio Assessment Rubric to assess and measure student learning, with an emphasis on teaching self-reflection and critical thinking. Participants will divide into small groups; every group will receive a copy of a typical student's work products. Participants will also receive a CD-ROM disk containing an electronic assessment rubric, samples of a student's work, and a guide and bibliography on best practices from the literature. The authors will coach each group on how to use the E-Folio Assessment Rubric and how to select the best samples of a student's work to document student learning.

CONCURRENT SESSION 4, cont'd

Friday, 9:30 - 10:45 a.m.

4C FACULTY AS ELDERS

PLAZA 3

*Tom Balistreri, Director of Student Development and Counseling
Worcester Polytechnic Institute
Cheryl Medearis, Instructor, Department of Elementary Education
Sinte Gleska University*

Our culture has fragmented the generations. Grandma and Grandpa are living somewhere in Florida, Mom and Dad are at work, and the kids are at school, then at practice, and then at college, often far from home. Universities and colleges have mirrored this cultural fragmentation. Faculty are responsible for the academic, and staff are responsible for everything else. But in recent years things have changed. Students are seeking an adult presence in their lives. Administrators, faculty, and staff are realizing that students are not adults, but becoming adults. Our job is to connect with and work with them to find balance and wisdom in their lives. This session will address the question, "Should faculty recognize and assume the role of elder above and beyond their academic expertise?" The presenters will provide information on elders and "faculty as elders" and then open the floor to discussion.

4D THE POWER OF STUDENT REFLECTIONS: Making Learning Real

PLAZA 6

*Deb Byram, Assistant Professor, Department of Occupational Therapy
Janet Jedlicka, Associate Professor, Department of Occupational Therapy
Elizabeth McGuire, Third-year Student, Department of Occupational Therapy
Jan Stube, Assistant Professor, Department of Occupational Therapy
Sonia Zimmerman, Assistant Professor, Department of Occupational Therapy
University of North Dakota*

The ability to be an informed practitioner and lifelong learner is dependent on one's ability to be reflective about experiences and open to diversity, feedback, and new learning. This session will outline one department's efforts to structure a process whereby students use reflection, self-evaluation, and collaborative feedback during role transitions in the program. This process spans the curriculum and promotes an ongoing journey to developing wisdom. Participants will have the opportunity to experience the power of reflection and construct student self-evaluation questions while designing a plan applicable to their department or program.

4E THE EYES OF WISDOM: Imagination, Inquiry, and Innovative Teaching Tools (Part 2)

PLAZA 5

*Caroline Bassett, Director
The Wisdom Institute
Lori Schroeder, Faculty Development Coordinator, Center for Teaching and Learning
Minnesota State Colleges and Universities*

Adult education scholars view wisdom as the pinnacle of adult development. While it is elusive and difficult to grasp on a conceptual and behavioral level, its role in contemporary society grows in significance. The complexity and challenges of 21st-century living have motivated educators to understand the importance of wisdom and cultivate it in themselves and their students. The session will examine the complex nature of wisdom and explore ways in which educators can apply wisdom concepts to their teaching. To increase an understanding of the nature of wisdom and its pedagogical applications, complex concepts will be punctuated through individual reflection and small group work. Participants are asked to bring a course syllabus that they wish to transform to include a wisdom component.

4F PEOPLE SKILLS ON THE JOB: Poetry Goes to Work

PLAZA 1

*Jane Schreck, Assistant Professor, Department of Arts and Communication
Bismarck State College*

The presentation will detail a poetry unit recently added to a business and technical writing course. While the unit has several educational goals, the main one is for students to become wiser about working with people and to gain insights that may help them persuade, inspire, or simply understand supervisors, co-workers, and employees. This presentation is for anyone interested in exploring nontraditional strategies for helping students develop a deeper awareness of themselves and others. Participants will have the opportunity for discussion and hands-on work with the materials from the poetry unit. The presentation will be of interest to faculty of any discipline since poetry could be selected and used to illustrate or clarify various concepts for students.



CLOSING PLENARY SESSION

Friday, 11:00 a.m. - 12:15 p.m.

INTRODUCTION

*Vicki McIntyre, Instructor, Department of Business Computer Information Systems
College of Saint Benedict/Saint John's University*

CLOSING ADDRESS

THE VALUE OF REFLECTION IN PROMOTING ENGAGED STUDENT LEARNING AND FACULTY DEVELOPMENT

*John Zubizarreta, Professor of English and Director of Honors and Faculty Development
Columbia College*

"Teaching for Wisdom" is double-edged, provoking us to discover and share how both students and faculty can work to develop the reflective practice, reasoned judgment, and devotion to improvement that lead beyond competency or even mastery to "wisdom" in learning and teaching. Engaging ourselves - students and teachers alike - in the critical process that enriches and refines our learning is a challenge that requires a deliberate focus on reflection as the key to more durable, higher-level learning and effective teaching.

This interactive presentation offers a foundation for the value of reflective practice in both student learning and faculty development, highlighting particularly how portfolio strategies encourage students and instructors to ask fundamental questions about learning and teaching.

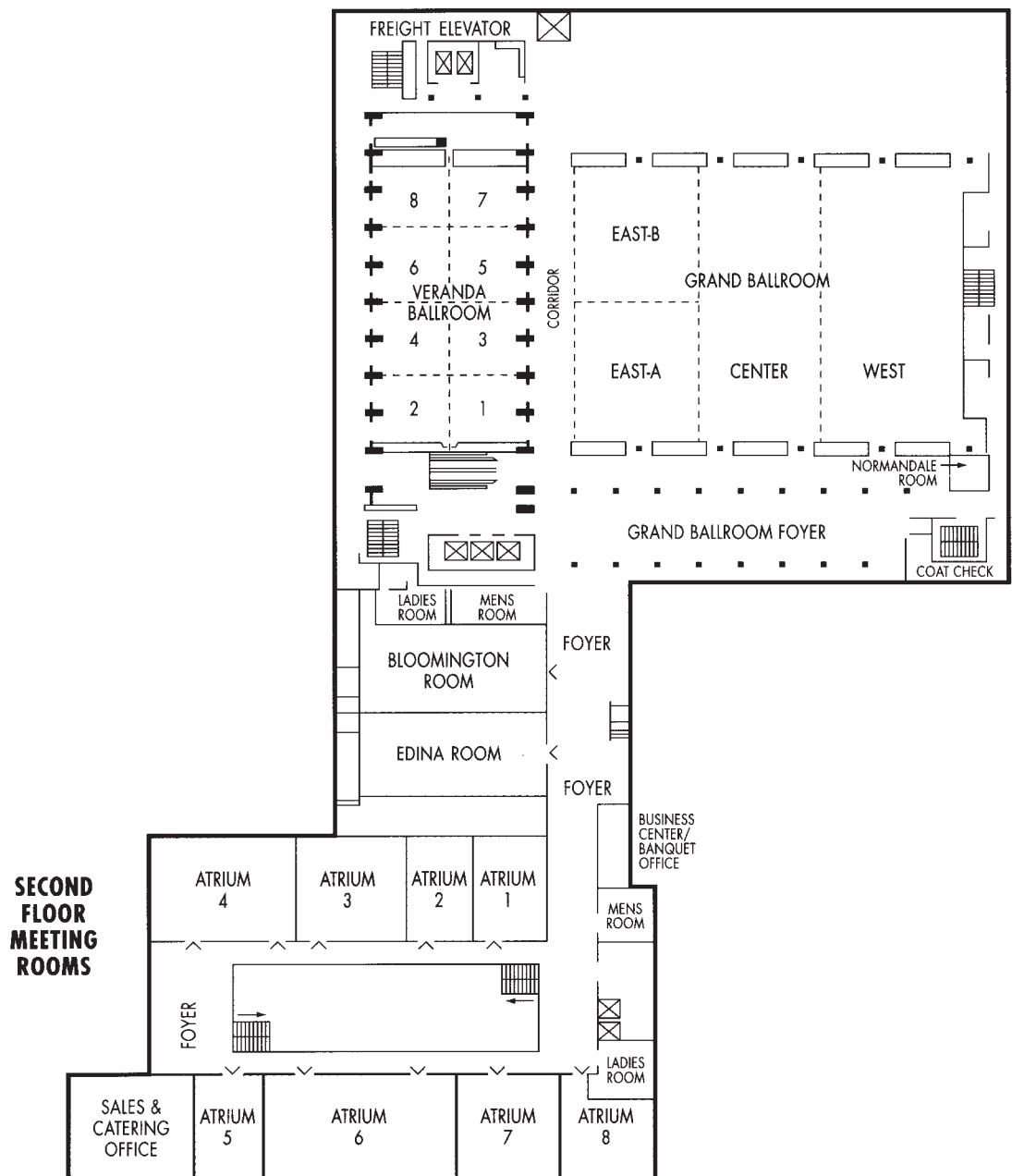
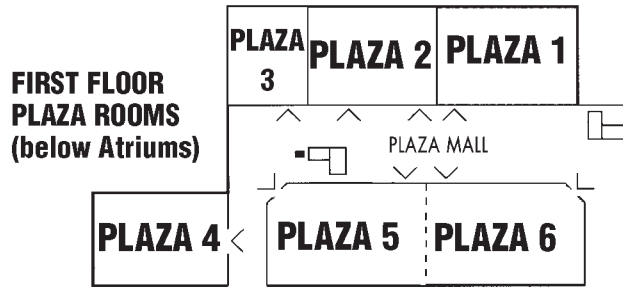
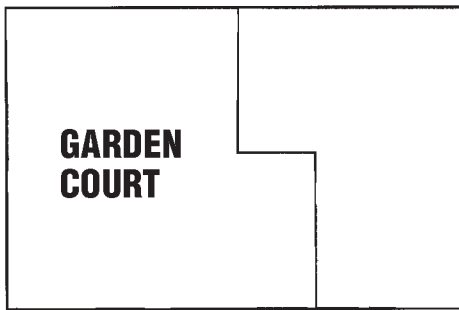
John Zubizarreta is Professor of English and Director of Honors and Faculty Development at Columbia College in South Carolina, where he also served as Dean of Undergraduate Studies before returning to his chief passions of teaching, scholarship, and working with colleagues to promote and support faculty development. A Carnegie Foundation/C.A.S.E. Professor for South Carolina, John has earned recognition for teaching and scholarly excellence from the American Association for Higher Education, the South Atlantic Association of Departments of English, the National Methodist Board of Higher Education, the South Carolina Commission on Higher Education, and Columbia College.

John is the author of The Learning Portfolio: Reflective Practice for Improving Student Learning, published fall 2003.

In addition to teaching and to book and journal publications, John has collaborated often with Peter Seldin on teaching and administrative portfolios. He has also mentored faculty nationwide in developing portfolios to enhance and document teaching performance. His most recent interest in portfolio development has turned to student learning portfolios designed to bolster learning through reflection, collaboration, and evidence, a process that both improves learning and provides alternative methods of effective assessment and evaluation of students' educational experiences.

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