

Science Education Reform Workshop

The ACS Reform of Introductory Science Courses for Non-Science Majors Program

Millsaps College
September 17-18, 2004

Our second consortia-wide workshop will advance efforts to design, implement, assess and share new models for science courses for non-majors. Specifically, participants in this workshop will have opportunity . . .

1. To explore the meaning of science literacy and how it informs course design.
2. To explore how course design informs course assessment.
3. To provide opportunity for information sharing on Science Reform efforts already underway on ACS campuses.
4. To provide a forum for mini-grant recipients to share what they are doing.
5. To foster communication among ACS science faculty.

Friday, Sept. 17

6:15 p.m. Meet in Cabot Lodge Lobby to go to dinner
6:45pm Dinner Millsaps Campus
7:45 pm "The Importance of Reform", Ed Roy

Saturday, Sept. 18

7:30-8:00 Continental Breakfast Cabot Lodge

All workshop sessions will take place on Millsaps' campus

8:00-8:30 Introductions and Welcome, Ed Roy Leggett Center

8:30-2:30 Science Literacy - Course Design - Course Assessment

Facilitators: Jeanette Norden and Linda Nilson

The format will be a mix of facilitator input, group discussion, and interactive activities. The intent is to show/model the interconnectedness of these topics [how they can inform each other] rather than presenting them as three separate topics/issues.

Breaks and Lunch will be provided

2:30-4:30 Poster Session and Science Facilities Tour, Olin Hall

4:30-5:00 Closing Session, Wrap-Up, Evaluation Ed Roy Leggett Center

6:30 Meet in Cabot Lodge lobby for transportation to dinner

6:45 Dinner Capitol Club

Sunday, Sept. 19

Departures

Science Reform Program Committee meeting 8:00 a.m.-12:00 Noon

The Workshop Leaders

Dr. Jeanette Norden, a faculty member of the Vanderbilt University College of Arts and Sciences and the Vanderbilt Medical School, and Dr. Linda Nilson, founding director of Clemson University's Office of Teaching Effectiveness and Innovation and author of *Teaching at Its Best: A Research-Based Resource for College Instructors* (2nd edition, Anker Press, 2003) will facilitate the sessions.

Whether Dr. Norden is teaching undergraduates or medical students, people from the community or fellow colleagues, her enthusiasm and passion for her work are very evident. Summarizing the underlying philosophy that guides her active engagement teaching style, Jeanette says, "I believe that the goal is to stimulate both the intellectual as well as personal development of students. Towards this end, I have attempted to incorporate within [my] courses elements which I believe promote cognitive and intellectual development. Cognitive and intellectual development is stimulated by presenting complex material in a straightforward manner with genuine enthusiasm, by constantly integrating the material throughout the course, by teaching the relevance of the material the student is expected to master, and by stimulating the use of reasoning skills in the student. Personal and interpersonal growth is stimulated by discussions, readings, and the exposure of students to real life connections with and examples of the topics/ideas being studied."

Jeanette was the first recipient of the Vanderbilt University Endowed Chair of Teaching Excellence (1994-97) and the first recipient of the American Medical Women's Association *Gender Equity Award* in 1997. In addition to being active in her community, Dr. Norden also serves as a reviewer for numerous journals and science related agencies, has been invited to make research and teaching presentations across the U.S., as well as in the U.K. and Australia, and is well published.

An experienced instructional and faculty developer, **Dr. Linda Nilson** came to Clemson University from Vanderbilt University where she directed their Center for Teaching. Before this, Linda directed the Teaching Development Program at the University of California, Riverside, and designed and taught a very popular graduate seminar on college teaching. She is a former chair of the Southern Regional Faculty and Instructional Development Consortium and is very active on a national level in the Professional and Organizational Development (POD) Network in Higher Education, in Canada's Society for Teaching and Learning in Higher Education, and the International Consortium for Educational Development.

In addition to managing the Clemson's University's Office of Teaching Effectiveness and its staff, Nilson holds individual consultations with faculty, consults on instructional and assessment issues, and conducts faculty development workshops across the country and internationally. Her workshop repertoire includes a wide range of teaching related topics, such as designing courses around student learning objectives/outcomes, a sense-based approach to learning styles, getting your students to do the readings, interactive lecturing, cooperative/collaborative learning, best (and worst) teaching practices, designing a graphic syllabus, reducing student incivility, teaching with laptops, student peer feedback instruments, holistic grading, critical thinking, enhancing student thinking skills, peer assessment of teaching for promotion and tenure, and assessing teaching effectiveness.

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