

President's Teaching Scholars Program
Sponsored Conference

How Our Students Learn: Implications for Faculty

March 5, 2010

Anschutz Medical Campus
Building: Research 2 (RC2)
P15-2100 Trivisible Room

Friday March 5th

7:45 – 8:15 a.m. **Continental Breakfast**
P15-2100 Lobby

8:15 – 8:30 a.m. **Welcome**
Mary Ann Shea, Director, President's Teaching Scholars Program
Bruce D. Benson, President, University of Colorado

8:30 – 8:45 a.m. **Break**
P15-2100 Lobby (Coffee available in the lobby all day)

8:45 – 9:45 a.m.
Concurrent Sessions

“Doubling the Learning Value of Your Course with an End-of-Semester Working Retreat”
I offer a brief description of retreats I have been doing in my courses American Political Thought and Practical Utopias for the past thirty years. I suggest some of the reasons why some students say that these three-day retreats actually double the learning value of the courses.
Professor and President's Teaching Scholar Michael S. Cummings, Political Science, CU Denver
P15-2100

“Using Technology to Revive the Right Brain: Teaching Poetry, Music, Podcasting, and Aesthetic Theory With Apple's Garage Band”
Research and experience show that formal education favors so-called left-brain functions (logic, sequentiality, linearity, objectivity, and analysis) over so-called right-brain functions (intuition, randomness, non-linearity, subjectivity, and synthesis). Focusing on Apple's Garage Band, a sophisticated music-composing, sound-design, and podcasting application that comes pre-installed on every Mac, this session will show how Garage Band and technology in general can be used (and have been used in my classes) to revive, encourage, and evaluate the so-called right-brain functions and thereby stimulate a synergistic use of both “left” and “right.”
Professor and President's Teaching Scholar Ed Rivers, English, CU-Boulder
P15-2105

9:45 – 10:00 a.m. **Break**
P15-2100 Lobby (Coffee available in the lobby all day)

10:00 – 11:00 a.m.
Concurrent Sessions

“Teaching Back: When 'true speaking' in the classroom is seen as threat.”
bell hooks remind us that true speaking is a courageous act of resistance that challenges the politics of domination. What happens in the classroom when women of color take up this challenge? Four female professors of color will respond.

Chair: Professor **Rashna B. Singh**, English, CU-Colorado Springs
Professor and President's Teaching Scholar **Andrea Herrera**, Literature and Co-Director of Women's and Ethnic Studies, CU-Colorado Springs
Professor **Lynda Dickson**, Sociology, CU-Colorado Springs
Professor **Aditi Mitra**, Sociology and Asst. Director Women's and Ethnic Studies, CU-Colorado Springs

P15-2100

“The New Era of Fabrication and Its Effect on Higher Education”

Just as home computing burgeoned in the 1980's, accessible home (and classroom) 3-dimensional fabrication is poised to take off in the coming decade. This session will discuss the potentially profound educational impact of these new construction technologies.

Professor and President's Teaching Scholar **Michael Eisenberg**, Computer Science and Institute of Cognitive Science, CU-Boulder

P15-2105

11:00 – 11:15 a.m.

Break

P15-2100 Lobby (Coffee available in the lobby all day)

11:15 - 12:15 p.m.

Plenary

“The Hitchhiker’s Guide to How the Brain Learns and Remembers”

Dr. Jerry Rudy, Psychology, CU-Boulder
P15-2100

12:15 – 1:00 p.m.

Lunch

P15-2100 Lobby

1:00 – 2:00 p.m.
Concurrent Sessions

“Getting Socratic: Promoting Metacognitive Activities (i.e. learning) in the Classroom”

Socratic/metacognitive learning is the “gold standard” of education, leading to robust understanding of foundational concepts and facility with necessary skills. We will consider how to approach (rather than achieve) this goal in the context of the very real constraints within which we all have to function.

Professor Michael Klymkowsky, Molecular, Cellular & Developmental Biology, CU-Boulder

P15-2100

1:00 – 2:00 p.m.
Concurrent Sessions
continued

“Procedural Skills and Automation of Expertise”

This session provides an evidence-based review of the literature on teaching procedural skills, and focuses on identifying the hidden knowledge behind automated processes. Learn how the brain automates skills and how to access knowledge you didn't know you had.

Matt Rustici M.D., 2ND Pediatric, CU Anschutz Medical campus
Katie Rustici M.D., 2nd OBGYN, CU Anschutz Medical campus

P15-2105

2:00 – 2:15 p.m.

Break

P15-2100 Lobby (Coffee available in the lobby all day)

2:15 – 3:15 p.m.
Concurrent Sessions

“What Can Neurons Teach Us About Learning in the Classroom?”

This session provides a neuroscience perspective of how individual neurons respond to novel input and consolidate new learning. Professor Cooper will discuss lessons he has learned from his laboratory research on cellular working memory and then extended into the classroom.

Professor Don C. Cooper, Institute for Behavioral Genetics, CU-Boulder

P15-2100

"How Our Students Learn: Why Not Ask Them"?

The panelists are seniors in Marty Bickman's "Teaching Literature Course," where they have been teaching themselves and trying to conceptualize their own learning and teaching. We hope to engage other faculty members not only in these issues, but how to use the students in their own classroom to engage in this inquiry.

*Professor and President's Teaching Scholar **Marty Bickman**, English, CU-Boulder*

P15-2105

3:15 – 3:30 p.m.

Final Comments

*Professor **Christopher Turner**, School of Pharmacy, CU Anschutz Medical Campus*

P15-2105

***This conference is made possible by both the support and effort of
President's Teaching Scholars***