

**AGENDA**  
**TRESTLE Launch Meeting and Course Transformation Institute**  
**January 21-23, 2016**  
**University of Kansas**

**Thursday January 21 Oread Hotel - Hancock Ballroom (main level)**

**5-8 pm Opening Reception and Networking**

**Objective:** Build the TRESTLE community. Get to know each other and each campus. Learn about the overall context for course transformation on each campus.

5:00-5:30 Sign in, snacks, drinks, and cash bar

5:30-5:50 Welcome and Call to Action: TRESTLE, Bay View Alliance  
Andrea (Dea) Greenhoot, KU  
Dan Bernstein, KU, Bay View Alliance (BVA)

6:00-6:45 Speed Networking- Each campus hosts a table, participants rotate every 6 minutes. Goal is to learn about overall campus context at each institution, and what they hope to achieve through the TRESTLE project.

6:45-8:00 Buffet dinner

**Friday January 22- KU Alumni Center (2nd Floor)**

**Bruckmiller Room**

8:00-8:30 Breakfast

**8:30-10:30 Morning Session 1- TRESTLE Plans**

**Objective:** Share campus course transformation programs and strategies (local model adaptations and related programs), identify challenges and questions.

8:30-8:40 Core TRESTLE Principles and where they came from  
Dea Greenhoot, KU

8:40-9:00 An Insider's View of Department-Level Course Transformation  
Brett Gilley, UBC

9:00-10:00 Poster Session

10:00-10:30 Discussion- common themes and intersections, challenges/question

- *What themes and synergies did you note in the campus plans?*
- *What questions about our work emerged from your poster review?*
- *What will be our biggest challenges? What are some possible strategies/solutions?*

10:30-10:45 Break

**10:45-12:15 Morning Session 2: Trestle Outcomes- What does a transformed course look like?**

**Objective:** Clarify the desired outcome(s) of our work, identify the pedagogical model(s) we are promoting, and why they are thought to be effective.

10:45-11:45 Five Examples of transformed courses:

- Physics- junior-level Electricity and Magnetism- Stephanie Chasteen, CU
- Physiology Laboratory Course- Janet Casagrande, CU
- 300-level Structural Geology course- Sarah Bean Sherman, UBC
- Physics 101, Energy and Waves- Jared Stang, UBC
- Biology- Lower division Organismal Biology- Mark Mort, KU

In examples, be thinking about about:

- *What makes the transformed learning experience different from the traditional experience?*
- *What are some of the core components of a transformed course?*
- *What makes them effective?*
- *What new ideas for transforming did you come away with?*

11:45-12:15 Large Group Discussion: The Components of a Transformed Course - Affinity Mapping (“Brute Force Factor Analysis”) Activity (Dea Greenhoot, George Rehrey)

12:15-1:00 Lunch

**1:00-3:00 Afternoon Session- Getting to the Outcome: Key Steps to Successful and Sustainable Course Transformation** (Stephanie Chasteen, Warren Code)

**Objective:** Build expertise in pedagogy and course transformation strategies, share/learn solutions/strategies to address challenges and questions

1:00-1:30 Large group discussion of unsuccessful examples

- *Not every attempt at course transformation starts smoothly and leads to success. What are some examples of course transformation attempts that have not gone well?*
- *What preliminary lessons can we draw from these?*

**Separate Breakout Rooms- Bruckmiller, McGee, and All-American**

1:30-2:15 Successful and Sustainable Course Transformation- Three examples of the course transformation process and its evaluation. Choose one:

1. *UBC EOAS course- Brett Gilley*
2. *CU Evolutionary Biology course- Andy Martin*
3. *KU Introductory Geology course- Jennifer Roberts*

**Bruckmiller Room**

2:15-3:00 Jigsaw and Large Group Discussion- Identifying Best Practices in the Course Transformation process-

*Organize in tables composed of people who attended each breakout  
Produce a list of key ingredients or steps to successful department-level course redesign.*

3:00-3:15 Break

3:15-4:00 Translating Ideas into Action-Campus Team Meetings

**Objective:** Develop and action plan for your work based on today's discussions.

*What ideas did you get today that you can use now? In the future?*

*What steps do you need to take to implement those ideas?*

4:00-5:00 Discipline working groups –Convene in breakout spaces and/or separate tables in large room

**Objective:** Identify opportunities for virtual network building and collaboration across campus.

Discussion Prompts:

*What courses are you working on? What are you trying to achieve in them?*

*What tools/resources/approaches have you found to be most useful?*

*What challenges are most daunting to you?*

*What questions do you hope to address?*

4:00-5:00 Concurrent Campus Leaders Workgroup Meeting- Coordinate project measurement, methods, opportunities for virtual network building.

5:00-7:00 Drinks and Dinner in the Pub (room next door, drinks may start by 4)

### **Saturday January 23**

#### **KU School of Engineering- LEEP2 Building**

---

8:30-9:00 Breakfast- LEEP2, 2420

#### **9:00-12:00 Mini-Workshops- School of Engineering classroom spaces**

**Objective:** Build expertise specific to role

Mini workshops/roundtables on multiple themes in LEEP2 2420 and 2425, and 1310 Spahr Library.

9:00-9:50 Breakout Round 1

10:00-10:50 Breakout Round 2

11:00-11:50 Breakout Round 3

12:00-1:00 Lunch and Wrap-up

**Mini Workshop Session Themes and Titles**

*Leadership:*

1. Coaching faculty colleagues in course design and teaching practices
2. Leading a Faculty Learning Community-
3. Change Management: Leading a Department Course Transformation Effort for a Department or School

*Course Design:*

1. Crafting and Using Measurable Learning Goals and Situating Them in a Curriculum
2. Creative Assignment and Assessment Design: Developing Assessments that Improve Learning

*Implementing Evidence-Based Practices*

1. Clickers and Peer Instruction
2. Designing and Implementing Worksheets and Group Activities

*Measurement* -Measuring Learning and Measuring the Impact of Course Transformation through Multiple Sources

*Scholarship* -Conducting DBERS and SOTL Research: How to Get an Idea into Publishable Form and Align Your Work with the Right Outlet

TENTATIVE SCHEDULE

*Note that times and room assignments are tentative and may be adjusted after participants indicate interest on Friday*

	<b>Option 1 1310 Spahr</b>	<b>Option 2 LEEP2 2420</b>	<b>Option 3 LEEP2 2425</b>
Round 1: 9:00-9:50	<b>Leadership</b> Coaching Faculty Colleagues in Course Design and Teaching Practices  Dan Bernstein Sarah Bean Sherman	<b>Course Design:</b> Crafting and Using Measurable Learning Goals and Situating Them in a Curriculum  George Rehrey	<b>Measurement</b> Measuring Learning and Measuring the Impact of Course Transformation through Multiple Sources  Warren Code Stephanie Chasteen
Round 2: 10:00-10:50	<b>Leadership</b> Leading a Faculty Learning Community-  Dea Greenhoot George Rehrey	<b>Course Design</b> Creative Assignment and Assessment Design: Developing Assessments that Improve Learning  Brett Gilley Doug Ward	<b>Implementing Evidence-Based Practices</b>  Clickers and Peer Instruction  Jared Stang Mark Mort
Round 3: 11:00-11:50	<b>Leadership</b> Change Management: Leading a Department Course Transformation Effort for a Department or School  Caroline Bennett Andy Martin	<b>Scholarship</b> Conducting DBERS and SOTL Research: How to Get an Idea into Publishable Form and Align Your Work with the Right Outlet  Dan Bernstein Stephanie Chasteen	<b>Implementing Evidence-Based Practices</b> Designing and Implementing Worksheets and Group Activities  Warren Code Brett Gilley

