Session - Using and Revising AACUs Quantitative Literacy VALUE Rubric

Abstract: This session will give a brief overview of the Association of American Colleges and Universities' (AAC&U) VALUE rubrics, developed in 2009, for assessing fifteen areas of student learning. As part of their work on Quantitative Reasoning in the Contemporary World (NSF Grant # DUE-0715039), Madison, Boersma, Diefenderfer and Dingman used the AAC&U Quantitative Literacy Value rubric to grade student work based on an assignment from Case Studies for Quantitative Reasoning: A Casebook of Media Articles, Second Edition, a textbook for an introductory quantitative reasoning course that was produced with support of the grant. The AAC&U VALUE rubrics were designed for use at the institutional level and in trying to grade individual student papers, the grant personnel decided to revise the rubric to better serve their purposes. This session will explain the process which culminated in the development of a new rubric, the Quantitative Literacy Assessment Rubric (QLAR).

Presenters: Caren Diefenderfer, Bernie Madison

Start Date/Time Friday, October 14, 2011 1:45 PM End Date/Time Friday, October 14, 2011 2:45 PM

Sessions - Teaching with Spreadsheet Modules: Geology of National Parks

Time: PART 1: FRIDAY, 3:00-4:00 PART 2: FRIDAY: 4:15-5:15

Abstract: Spreadsheets Across the Curriculum (SSAC) is an online library of modules for quantitative-literacy (QL) problem solving in introductory-level courses. This workshop introduces SSAC's new Geology of National Parks Collection, made in collaboration with research learning centers at eight national parks. Participants will be introduced to the SSAC pedagogy; learn the design of SSAC modules; explore the range of QL issues, geoscience subjects, and national parks represented in the collection, and think interactively about how SSAC modules can be adapted to their own geoscience courses.

Presenter: H.L. Vacher, T. Juster, J. McIlrath, M. Rains Organization: University of South Florida

Session - Critical Thinking Demystified

Abstract: For the past few decades colleges and universities have proclaimed the centrality of critical thinking to higher education. Yet in spite of being widely extolled as a learning outcome, if not the outcome, of higher learning, student progress in critical thinking across four years of college is plodding, if it occurs at all. Part of the reason for the lack of progress is a lack of clarity among educators about the definition of critical thinking. This session will clearly define the six different mental skills of critical thinking created through expert consensus in the 1990 American Philosophical Association Delphi Report, and participants will engage in highly transferable classroom activities which hone these specific skills.

Presenter: Bill Garris Organization: Tusculum College Start Date/Time: Friday, October 14, 2011 4:15 PM. End Time: 5:15 PM

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Session - Information Literacy in the First Year Experience Classroom

Abstract: Students must successfully learn how to recognize an information need, then locate, evaluate, and use the information they gather. Information literacy (IL) is a natural component of assignments, projects, and research. In an effort to seamlessly incorporate components of IL into the First Year Experience classroom, librarians from Lenoir-Rhyne University worked with faculty to develop an assignment or project. This session will offer examples from some of those collaborations and will give participants the opportunity to share IL techniques or assignments that they have found to be successful.

Presenter: Jessica Obrien Organization: Lenoir-Rhyne University Start Date/Time: Saturday, October 15, 2011 8:00 AM. End Time: 9:00 AM

Session - Strategies for Improving Quantitative Literacy Across Disciplines

Abstract: The problems that students face in quantitative literacy have been well documented over the years. Further complicating the matter is that faculty often feel unsure of themselves with regards to the same material or unsure of how to bring it into their own discipline. This workshop will define some of the topics defined under the quantitative literacy umbrella and show faculty of all disciplines some strategies on how to get started.

Presenter: Brian Moudry Organization: Davis & Elkins College Start Date/Time: Saturday, October 15, 2011 8:00 AM. End Time: 9:00 AM

Session - Teaching Statistical Literacy Online

Abstract: An innovative full-semester statistical literacy course for students in non-quantitative majors was taught totally on-line in an accelerated six week format. Statistical literacy is critical thinking about numbers in the everyday media. Participants worked 560 problems in 60 Moodle exercises. They analyzed the role of statistics in 10 news stories and two research reports using Odysseys2sense: a revolutionary web forum that promotes civil discourse via anonymous peer review. This course demonstrates how critical thinking about statistics can be taught on-line at an accelerated pace in a way that encourages reflective dialog, is scalable for large classes and is manageable for teachers.

Presenter: Milo Schield Organization: Augsburg College Start Date/Time: Saturday, October 15, 2011 8:00 AM. End Time: 9:00 AM

Session - Establishing a Quantitative Reasoning Center

Abstract: The session will begin with a brief history of the development of the Quantitative Reasoning Programs at Bowdoin College and Hollins College. The various student support services offered within the Program will be described, including incoming student assessment, and the Q-Program activities needed to offer these services will be detailed. Participants will then be asked to design the ideal Q-support system for their campus, taking into consideration their planned Quantitative Program and the services they would like to offer.

Presenter: Eric Gaze, Phyllis Mellinger Organization: Bowdoin College and Hollins College.

Start Date/Time: Saturday, October 15, 2011 9:15 AM. End Time: 10:15 AM

Session - Data Visualization in the College Classroom

Abstract: Visualizations of quantitative data sets are now prevalent in a multitude of disciplines including environment, policy, business, health, psychology, media studies, and the arts. In this session, we will discuss what is essential for students to learn about reading and using graphs, maps, tables, and other forms of data visualization. We will illustrate how these forms of communication can increase students quantitative reasoning and critical thinking about a topic. We will also demonstrate free online resources that students can use to access public data sets and create visualizations.

Presenter: Cinnamon Hillyard Organization: University of Washington--Bothell

Start Date/Time: Saturday, October 15, 2011 10:30 AM. End Time: 11:30 AM

Session - Teagle Quantitative Literacy

Abstract: Presenters will discuss setbacks, success, and surprises in setting up a statistics lab. Discussion will include application of learning theory in using technology to support quantitative literacy.

Presenter: Jan Taylor Maryville College:

Start Date/Time: Saturday, October 15, 2011 10:30 AM. End Time: 11:30 AM

Session - Course Variations on a Theme: Strengthening the Quantitative Reasoning of First-Year Students Abstract: This session will consider four courses for first year students that emphasize quantitative reasoning. The

courses have been taught several times at Carleton, Hollins, and Wellesley. Faculty members from each of these institutions will be present and guide participants through a variety of course activities.

Presenters: C.Diefenderfer, N.Lutsky, C.Taylor, M.Van DerWege Organization: Various Institutions Start Date/Time: Saturday, October 15, 2011 1:30 PM. End Time: 2:30 PM

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Session - Applying University OEP at the University of the Cumberlands: Three Approaches

Abstract: The University of the Cumberlands, Williamsburg, Kentucky, has made an exerted effort to incorporate its QEP [Quality Enhancement Planning] focus on critical thinking into all classes. Three UC professors will share successful inclusions. Each inclusion can be incorporated into almost any teaching situation, at any level, and is particularly relevant to professors desiring more focus on oral responding, visuals triggering critical discussions, and internet research demanding full student participation. Each presentation discusses technique rationale, demonstrates class activities, provides copies of instructional handouts, and discusses assessment measures for each activity to facilitate others approaching similar learning situations.

Presenter: Jay Bourne, Tom Frasier, Jolly Sharp. Organization: University of the Cumberlands

Start Date/Time: Saturday, October 15, 2011 1:30 PM. End Time: 2:30 PM