

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

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

