

# 2019

# Edward C. Moore Symposium

*on excellence in teaching*

The E.C. Moore Symposium on Excellence in Teaching brings the Indiana higher education community together to explore the tools and techniques that encourage student learning. The symposium offers an opportunity to discuss current trends and issues in teaching and seeks to foster collaboration across disciplinary and institutional lines.

## Friday, March 8, 2019

8:30 a.m. — 3:30 p.m. · IUPUI Campus Center, Rm 450



**Nancy Budwig, Ph.D.**  
*Keynote Speaker*

Professor of Psychology  
Clark University

### Creating a culture of integrative learning to support signature work

Integrative learning and signature work have been noted to be powerful mechanisms for enhancing undergraduate student success. Integrative learning involves making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges. In signature work, students pursue a significant project that requires students to show agency and integrative learning as they work on a complex problem that demonstrates the outcomes of their learning with faculty and other mentors providing guidance and support. While signature work is critical to student development, AAC&U's LEAP Challenge schools have shown that creating a culture of integrative learning and signature work takes institutional intentionality (Peer Review, Spring 2018). This keynote session will briefly address the overarching goals of signature work, share insights and data from what we are learning about the different ways schools define, organize, and scale signature work. In addition, best practices for creating a culture of integrative learning and signature work, as well as common challenges will be discussed.



**Keith S. Anliker, M.S.**  
*Plenary Speaker*

Senior Lecturer,  
Director of Laboratory and  
Curriculum Support,  
Department of Chemistry and  
Chemical Biology, IUPUI

### Reflect, refract, reframe: Thinking about our teaching. Thinking about our students.

When I think about reflective practice in teaching, I think about looking at my teaching self in the mirror, and seeing what I like, and also what I don't like so much. I think about how I became the teacher I am today, and what exactly that means. I also think seriously about acting on feedback that I get from various sources—not just the good stuff, but also the bad and the ugly.

Refraction is another scientific term, and it's all about bending light as it passes from one medium into another. As I interact with students, how can I bend their curve or arc? Can I shift their paths toward success with choices that I control? Are there rules I've created that I should think about bending?

Finally, reframing my teaching is to rework it, rethink it, reexamine it, or even reimagine it. How can reflection and refraction inform this? What changes can I make that are within my comfort zone, while also leaning in on new ideas? Can I take some risks? Can I become an advocate, an early adopter, or a conduit for innovation? Can I be part of the professional development of others?

## CONCURRENT SESSIONS

Hear about your colleagues' latest teaching techniques and how they are measuring their success.

## POSTER SESSION AND PRESENTER'S RECEPTION

Discover innovative pedagogical research and practice, and discuss them with presenters one-on-one.

To register or for more information visit [ecmoore.iupui.edu](http://ecmoore.iupui.edu)