



AUBURN
Office of the Provost

COURSE-EMBEDDED UNDERGRADUATE RESEARCH EXPERIENCES (CURE) IN BIOLOGICAL SCIENCES

iHIPs Academy, Summer 2021

Before the first meeting, take [the Academy Pre-Survey](#)

ACADEMY MEETING 1: MAY 10TH 12–4 PM (ZOOM)

Agenda:

1. An Introduction to High-Impact Practices (HIPs)
2. SLOs and Backward Design
3. Articulating Student Learning Outcomes (SLOs) for Each Course
 - a. Considering Department SLOs, Tiny Earth Curriculum SLOs, And DBS ePortfolio SLOs

Homework:

- Finalize the SLOs For Your Course
- Reflect: *How do you see these SLOs reinforcing students' knowledge of the scientific process, how scientists make knowledge, and effective writing/communication? What do you want students to be able to do with communication, especially writing, by the time they graduate? Be prepared to share out your ideas at the beginning of the next meeting.*

ACADEMY MEETING 2: MAY 12TH 12–4 PM (ZOOM)

Agenda:

1. Mapping SLOs Onto Our Courses
 - a. Where Will Students Be Introduced to, Practice, and Be Assessed on these SLOs?
2. Learning to Write Like a Scientist and Writing-to-Learn Science
3. Overview of High-Stakes Vs. Low-Stakes Writing
 - a. How Can Writing Forward the SLOs Identified in These Courses?
 - b. Where Will Students Have Opportunities to Engage in High- And Low-Stakes Writing (Broadly Defined) Within Courses?
 - c. Can Certain Writing Activities be Repeated across CUREs for Students?
4. Starting an [Action Plan and "To Do" List for the Academy](#)

Homework:

- For next time, bring either an assignment that connects CURE and writing that you would like to revise, or rough notes for a new writing-related assignment. This assignment can be high- or low-stakes, but should be an assignment you are hoping to think deeply about.

ACADEMY MEETING 3: MAY 17TH 12–4 PM (ZOOM)

Agenda:

1. An Introduction to Transparent Assignment Design
 - a. Creating/Revising High- And Low-Stakes Assignments
2. Work Time: Designing and Revising Assignments for Your Course
3. Methods for Assessing Learning in Your Course
4. Adding to [Our Action Plan and "To Do" List for the Academy](#)

Homework:

- Reflect: *How do you feel about your assignment as it stands? What did you bring into the assignment that was new? What are you still unsure about? How can you use some of the strategies from today as you develop other materials for your course?*

ACADEMY MEETING 4: MAY 19TH 12–4 PM (IN-PERSON)

205 Science Center Laboratories

Agenda:

1. Planning Lab Schedule: Merging Existing and CURE Labs
2. Considering Options for Evaluating Writing Assignments
 - a. How Will You Evaluate Learning?
 - b. What Does “Good Learning” Look Like and Do?
 - c. What Will You Do if Students Aren’t Learning as You Imagine?
3. Making a Plan for Evaluating Assignments at the Course-Level
4. Designing Evaluation Criteria
5. Adding to [Our Action Plan and “To Do” List for the Academy](#)

Homework:

- Develop an evaluation tool for at least one assignment in your course.
- Be prepared to bring a draft of the revised assignment and evaluation tool to our next meeting for peer review.
- Reflect: *Consider how you see this evaluation tool connecting back to the SLOs in your course: How do you see it reinforcing the learning you want students to do? How do you see it connecting to what you want students to learn about effective writing/communication?*

ACADEMY MEETING 5: MAY 24TH 12–4 PM (IN-PERSON)

In ePortfolio Studio (RBD Library, 2nd Floor)

Agenda:

1. Introduction to Effective Peer Review
2. Peer Review Each Other’s High-Stakes and Low-Stakes Assignment Materials
3. Consider Opportunities for Peer Review
4. Revise Assignment Materials Based on Feedback
5. Adding to [Our Action Plan and “To Do” List for the Academy](#)

Homework:

- Reflect: *How do you feel about your assignment at this stage of development? What will you change? What do you feel is working well? What did you learn from looking at another person’s assignment—did you see anything you would like to borrow for your course?*

ACADEMY MEETING 6: JUNE 7TH 12–4 PM (IN-PERSON)

In ePortfolio Studio (RBD Library, 2nd Floor)

Agenda:

1. Showing CURE Learning through the ePortfolio
 - a. Introduction to DBS ePortfolios
 - b. Options for Featuring CURE Moments in the ePortfolio
 - c. Preparing Students to Share Learning in Public Spaces
2. Connecting CURE to Professional Identity for Students
3. Adding to [Our Action Plan and “To Do” List for the Academy](#)

Homework:

- Consider: What Potential Artifacts Could Students Develop in Your Course? How Could You Prepare Them to Move the Artifact into the ePortfolio and Communicate the Experience to Others?

ACADEMY MEETING 7: JUNE 9TH 12–4 PM (IN-PERSON)

In ePortfolio Studio (RBD Library, 2nd Floor)

Agenda:

1. What Does Academy Success Look Like? Developing an Assessment Plan
 - a. Reviewing Some Validated Assessment Tools vs. Developing Our Own
2. Adding to [Our Action Plan and “To Do” List for the Academy](#)

Homework:

- Work Together to Decide on Assessment Tools for the CURE Experience. Could the Same Assessment Tool Be Used across Courses?

ACADEMY MEETING 8: JULY 7TH 12–4 PM (ZOOM)

Agenda:

1. What Preparation will GTAs Need to Teach These Materials?
2. Communicating CURE to Students and Faculty
 - a. Creating A Roadmap Document
 - b. Opportunities for Faculty to Support These Efforts
3. Adding to [Our Action Plan and “To Do” List for the Academy](#)

Homework:

- Continue to Refine the GTA- and Faculty-Facing Documents

ACADEMY MEETING 9: JULY 9TH 12–4 PM (ZOOM)

Agenda:

1. Refining Academy Materials
2. When and How Will We Share this Work with DBS Faculty?
3. The Implementation Plan: What Is Left to Do?
4. Opportunities to Align Academy Work with a SOTL Project