



UNIVERSITY
OF MIAMI



Learning through **DIALOGUE** and **DISCUSSION**

QUALITY ENHANCEMENT PLAN 2018



TABLE OF CONTENTS

Executive Summary	1
I. Introduction	3
II. QEP Development Process	6
III. Institutional Needs Assessment	11
IV. Literature Review and Background	18
V. QEP Implementation	26
VI. Student Learning Outcomes and Assessment	34
VII. QEP Budget	41
References	45
Appendix A: List of Intergroup Dialogue Working Group Members	48
Appendix B: List of QEP Committee Members	50
Appendix C: QEP Committee Meeting Schedule	51
Appendix D: Job Descriptions	52



Learning through Dialogue and Discussion

The purpose of the QEP is to enhance student learning through dialogue and discussion-based learning in undergraduate courses. Research suggests that student-to-student dialogue and discussion stimulates active learning, socialization, and knowledge construction. This kind of learning is a relatively small part of undergraduate education at the University of Miami, and the QEP will help address this gap in students' learning experience. The QEP will provide discussion-based learning opportunities using the following teaching methods:

- **HARKNESS METHOD:** In the Harkness method, 12-15 students sit at an oval table, which promotes discussion and collaboration. Students initiate and lead a discussion about the assigned material, exchanging views and learning with and from one another. Faculty serve primarily as facilitators who help to ensure that all students speak and that the learning does not veer off track. Intergroup Dialogue employs a version of the Harkness method to help students explore and understand their own and others' social identities.
- **PROBLEM-BASED METHOD:** In problem-based learning students are presented with a challenging problem or question. Through a series of steps students work together to define what they know and what they need to learn, seek out new information, formulate a response, and present that response. This approach typically involves technology to conduct background research, analyze and synthesize new information, and prepare a presentation or product.
- **FLIPPED CLASSROOM METHOD:** In a flipped learning course, students access course content such as readings, recorded videos, and podcasts before coming to class. Then class time is used for activities such as discussing case studies, working on problem sets, debating issues, and other forms of active learning.

Learning through dialogue and discussion strengthens students' retention of course material, helps them develop social skills and values, and promotes higher-order thinking skills. The QEP will assess student learning on the following cognitive and behavioral outcomes:

- 1. Students will summarize key points from course material.**
- 2. Students will apply course knowledge to topics or problems.**
- 3. Students will integrate divergent perspectives on a topic or problem.**
- 4. Students will justify positions in debating a topic or problem.**
- 5. Students will demonstrate respect for different viewpoints.**
- 6. Students will reflect on the importance or relevance of a topic or problem.**
- 7. Students will demonstrate self-reflection of their learning in the course.**

The QEP will begin as a pilot in spring 2019. The Vice Provost for Educational Innovation and the Lead Instructional Designer will oversee and support the QEP.



A report by the American Academy of Arts and Sciences, *The Future of Undergraduate Education: The Future of America* (November 2017), offers three recommendations to strengthen students' "educational experience:"

...students need to see the ability to work and learn with others, and to disagree and debate respectfully, as a skill essential for a high quality of life and a future of economic success and effective democratic citizenship.

...faculty must be ready to teach students how to listen actively to people who are different from themselves and hold competing ideological positions; to facilitate difficult conversations that may include issues related to race and ethnicity, sexual orientation, or other matters; and to ensure that students can think independently and creatively, expressing their opinions backed by evidence and reasoned judgment.

Institutions must make a systemic commitment to the improvement of college teaching...Faculty and staff all need training and support to make possible campus cultures and classes that fully encourage active listening, discussion, and debate on controversial topics informed by the rigors of reason and evidence.

The University of Miami's new strategic plan, *Roadmap to Our Next Century*, sets nine goals for the institution's next decade. Two of these goals directly align with the American Academy's recommendations. The goal of *Educational Innovation* commits the University to:

...pursue innovation in teaching and learning by promoting participatory experiences for students and faculty, investing in academic technology, and encouraging new pedagogical approaches in the classroom.

The complementary goal to develop a *Culture of Belonging* deepens the University's

...commitment to diversity and inclusion by building a culture of belonging where all members of the University community feel valued and can add value.

The University of Miami's Quality Enhancement Plan (QEP), *Learning through Dialogue and Discussion*, is designed to actualize and implement the educational purpose these recommendations and goals express. Its aim is threefold:

- To make active learning through dialogue and discussion a visible and accessible feature of the Miami undergraduate education and student experience;

- To provide appropriate support—resources, training, professional development, and opportunities for collaboration—to strengthen our faculty’s capacity to integrate dialogue and discussion into their teaching; and
- To modernize our learning spaces to support active and collaborative teaching and learning.



Today’s students have a wealth of information at their fingertips. With swipe, gesture, or voice command, they retrieve information from vast and constantly updating digital sources. Students’ access to information will further accelerate through the addition of digital assistants and artificial intelligence. For this reason, the exploration of meaning and understanding will be increasingly important in how students learn.

How might our students explore meaning and understanding? Deeper learning requires community, and it is communication that creates human meaning. There is little that isolated selves understand on their own; nearly all we understand comes from our interactions with other individuals. We must be exposed to new ideas. We must vocalize our thoughts, and in doing so, we make sense in our own minds. When our ideas are challenged, we may strengthen them through a defense, or we may find a new perspective. These social and intellectual exchanges and engagements are at the core of human learning. We gather together to learn from one another.

University communities are neither random nor accidental. Rather, they are purposeful, constructed to advance the aims of education. Research university communities must be defined by difference—individual, social, and intellectual. Social diversity is a core American value. We are a nation of immigrants whose founding documents—epitomized in the First Amendment to the Constitution—declare difference, in areas as basic as belief and speech, to be foundational social and political goods. A profound commitment to wide-open

and robust debate from diverse and sometimes antagonistic sources is the touchstone of human freedom. In principle, the nation is committed to equal and enhanced opportunity for all. To help shape the nation's future, America's research universities must reflect and actualize that vision.

But diversity alone is not enough. To provoke thought, creativity, reflection and understanding, and to ground a vibrant learning collective, diversity requires communication across borders. Learning extends beyond fact retrieval. Without engaged conversation, inquiry, questioning, and argumentation within, between, and among the academic disciplines and across social groups, diversity is merely divergence and generates fragmentation, the silos that undermine collaboration and suppress learning. An essential calling of research universities, therefore, is to create a campus educational culture that is varied and inclusive—both intellectually and socially—that acknowledges, respects, and legitimates difference and leverages divergence of thought to shape community, produce knowledge, and enhance learning.

Empirical evidence for the efficacy of classroom dialogic learning is robust and spans multiple decades. Researchers have identified multiple ways in which the deliberate orchestration of classroom conversations among and between students facilitates 1) student identity formation whereby students develop an enhanced perception of themselves as learners (Kumpulainen & Rajala, 2017); 2) the formation of dialogic and argumentation skills (Forman, Ramirez-DelToro, Brown, & Passmore, 2017); 3) the development of oral communicative competence (Van der Veen, de Mey, Van Kruistum, & Van Oers, 2017); and 4) enhanced subject matter learning (O'Connor, Michaels, Chapin, & Harbaugh, 2017). Our QEP utilizes the evidence for classroom dialogue as an educationally innovative approach to learning that contrasts significantly from the monologic approach that still dominates much of education in post-secondary institutions and simultaneously counters the current student trend of interaction with devices rather than persons.

Diversity is most evocative when learners can face one another. The design of learning space matters because it fosters some forms of interaction and discourages others. The conventional classroom, in which students face only the faculty member, implicitly legitimates and limits exchanges to those between faculty and student. In contrast, an environment in which students face one another generates opportunities for an exchange of ideas among peers who are learning together. In a period of increased educational technology, these design changes are essential to support engaged learning.

Our QEP aims to enhance our students' experience of learning by strengthening and increasing the number of courses that enable them to learn through dialogue and discussion, helping our faculty to further professionalize their skills in teaching such courses, and creating learning spaces that enhance this kind of learning.



II. QEP DEVELOPMENT PROCESS

The focus of the QEP results from a process of organic consilience: different parts of the University community were addressing related learning enhancements, which merged as a result of the integration of the QEP into the University's Strategic Plan.

In spring 2015, there were initial conversations between the administration and the University's Student Government about areas of improvement that should be addressed in the QEP. The Student Government's Academic Affairs Committee expressed a strong preference for promoting and expanding discussion-based learning, in general, and bringing to the University the Harkness method of learning, in particular. In the following academic year, the idea of discussion-based learning as a focus of the QEP was discussed both in the Faculty Senate's Undergraduate Curriculum Committee (UCC) and Academic Standards Committee (ASC). The two committees were sympathetic to and supported the Student Government's suggestion.

In July 2015, Julio Frenk was appointed as the University of Miami's sixth president. During his first 100 days in office, he conducted an intensive, university-wide Listening Exercise, during which he met with students, staff, faculty, alumni, trustees, and community leaders to learn about the opportunities and challenges facing the University. In addition, he set up a virtual mailbox to which over 1,500 ideas were submitted. The results of the Listening Exercise and virtual mailbox became the basis for the Roadmap to Our New Century—a plan for the future of the University as it approaches its 100th anniversary in 2025. The Roadmap—articulated in President Frenk's Inaugural Address—is built on four principles, which define the University's values and aspirations for the future.

THE HEMISPHERIC UNIVERSITY: Our location in Miami gives us a distinct geographic capacity to connect institutions, individuals, and ideas across the Americas and throughout the world. Many universities seek international engagement, but the University of Miami is uniquely positioned to be a global university with a distinct hemispheric advantage.

THE EXCELLENT UNIVERSITY: A drive for excellence permeates every domain of our work—from research to public service, from teaching to athletics, from health care to the arts. The continued pursuit of excellence will be marked by building bridges across our schools and colleges, across disciplines, and across modes of learning.

THE RELEVANT UNIVERSITY: From its very origins, the University has served the local and global communities to which it belongs. As we pursue the advancement of fundamental knowledge and the search for meaning, we must make a deliberate effort to translate science and scholarship into solutions.

THE EXEMPLARY UNIVERSITY: Integrity, respect, diversity, tolerance, and resilience are qualities at the heart of the University. As we seek to expand opportunity for all, we will also work to foster inclusive, respectful, and safe environments throughout our campuses, where reflective and challenging conversations can be held.

Immediately following the inauguration, small working groups of four (“Quads”), composed of faculty, staff, and students were convened to propose specific initiatives and actions to reflect the core principles. The Quads conducted research, examined best practices at other universities, collected data, and consulted with groups and individuals across UM as well as with leading experts. They produced nine Roadmap Initiative papers to generate conversation across the institution about these areas of action. The Initiatives include the following:

- **100 Talents:** Through a mix of conventional and innovative modalities, the University will add, over the next decade, 100 new endowed chairs to attract, retain, and reward outstanding faculty who will enhance the University’s position as a magnet for talent.
- **Problem-based Interdisciplinary Inquiry:** The University will increase support for collaborative problem-based inquiry at the intersection of multiple disciplines. The University will enhance its catalytic role in stimulating the collaboration of researchers and scholars from all our schools and colleges around complex problems in areas such as rising sea levels and other environmental threats, health and well-being, migration, and the multiple dimensions of human identity.
- **STEM@UM:** The University will invest in science, technology, engineering, and mathematics to attract top talent and build state-of-the-art facilities.
- **Hemispheric Innovation Hub:** Recognizing that innovation and entrepreneurship are key components of our educational and research missions, the University will seek partnerships to promote new ventures and product development in Miami and throughout the hemisphere.
- **Hemispheric University Consortium:** The University will leverage its unique geographic position to orchestrate a consortium for the advancement of research and education throughout the Americas, facilitating the mobility of students and faculty members.
- **Access to Excellence:** By its centennial, the University will meet 100 percent of demonstrated financial need for admitted students through merit-based admissions and need-based financial aid.
- **Culture of Belonging:** As an exemplary institution, the University will deepen the commitment to diversity and inclusion by building a culture of belonging where all members of the University community feel valued and can add value.
- **Educational Innovation:** As a leader in the unfolding education revolution, the University will pursue innovation in teaching and learning by promoting participatory experiences for students and faculty, investing in academic technology, and encouraging new pedagogical approaches in the classroom.
- **Value-Based Integrated Health Care:** The University’s academic health system will lead the way towards a new era in health care through the optimal mix of high-quality services, cutting-edge research, and education of professional leaders.



The Roadmap Initiative papers were shared with the University community for a period of consultation during the summer and fall of 2016. The University community came together with President Frenk and University leaders to discuss and refine the Roadmap Initiatives at Town Hall meetings held on each of the University's three campuses in August and September 2016.

The Quad on Educational Innovation included the following recommendation about the QEP in its report:

QEP (Quality Enhancement Plan): Consultation with University stakeholders highlighted the need for experimental, interdisciplinary, and non-traditional classrooms and courses. To this end, a plan for introducing 6 interdisciplinary Harkness method courses should be included in the upcoming QEP plan.

A QEP is required for each institution seeking reaffirmation of institutional accreditation by the Southern Association of Colleges and Schools which accredits University of Miami.

Harkness tables are small, discussion-based classes that would be team taught or feature regular guest lecturers and capped at 15-20 students. The Harkness approach, used in educational settings across the country, emphasizes students as the leaders of discussion and is centered on participatory, active learning. These courses would be offered three times over an initial four-year period starting with upperclassmen. The topics of these seminars would bridge disciplines. Students would learn about a given topic from multiple perspectives, going beyond the Academic Standards preference for courses to be taught on a subject in which two fields claim expertise.

Open to the entire University, these courses would encourage interaction among all students including Foote fellows [honor students], Hammond and Singer scholars, and other UM students. The interdisciplinary nature of these courses coupled with the discussion-based format would allow students to bring their unique knowledge base to bear on the course topic.

Instructors could apply for summer grants to develop these new courses and the Academic Standards Committee of the Faculty Senate would assess the program and advise on courses with greatest potential for the program.

On the basis of this recommendation, the QEP became the initial component of the Educational Innovation initiative of the University's strategic plan. In spring and fall 2017, updates on the progress of the QEP were presented to, and approved by, the President's Cabinet. It was also presented to and received support from the Academic Deans' Policy Council in fall 2017. Updates on the QEP were also presented to the Academic Standards Committee and the University Curriculum Committee of the Faculty Senate.

Simultaneous to the conversations about educational improvement between Student Government and the University Administration, in spring 2015, the University created the Black Student Concerns Task Force to address specific incidents that occurred on campus in response to national events and community protests. The University acted on the Task Force's recommendation to create a Standing Committee on Diversity, Equity and Inclusion, which began meeting in spring 2016. Part of its charge is "... researching, recommending and promoting educational and programmatic efforts that are consistent with UM's unwavering dedication to diversity and inclusion."

The Standing Committee suggested the Intergroup Dialogues program as a proactive response to events happening on and off campus. The rationale was to provide a pedagogic methodology for students to learn to engage in dialogue and debate across differences to enhance and deepen student engagement with multiple perspectives rather than devolve to social identity silos. The Intergroup Dialogues (IGD) program was incorporated into the "Culture of Belonging" Roadmap Initiative. In the fall 2016, the Office of Institutional

Culture, in collaboration with the Standing Committee, took on the Intergroup Dialogues program as the first major student-based project of the Culture of Belonging Initiative. With the resources of the Office of Institutional Culture, planning for the UM Intergroup Dialogues program gained momentum: A large academic and co-curricular, multi-disciplinary and multi-unit IGD working group was appointed in January 2016 (see Appendix A). Six subcommittees were created to simultaneously develop IGD-based efforts related to course development, faculty and staff learning, student onboarding, student engagement and co-curricular programming, and a training program for students to engage in dialogue programming with peers. The IGD working group recently was awarded a significant amount of foundation funding for ongoing development and implementation of the UM IGD program.



In spring 2017, the QEP Committee was formed to develop the QEP. The committee is composed of students, faculty, and key administrative staff (see Appendix B). It also serves as the Roadmap Educational Innovation Committee. Faculty leaders of the Intergroup Dialogue program were included as members of the committee.

As the committee did its work throughout the spring, summer, and fall of 2017 (see Appendix C for meeting schedule), it became increasingly clear that discussion-based learning and intergroup dialogue are variants of one another. They represent the same mode of learning and teaching and operate on a continuum. At one end of the continuum, discussion-based learning serves as the vehicle for helping students understand a particular subject matter. At the other end, discussion-based learning serves as a vehicle for helping students understand one another's social identity. In each case, students have the responsibility to prepare materials in advance of the class and to take responsibility for managing and developing a collective conversation about what they have learned. Incorporating discussion-based pedagogy will teach students the discipline of dialogic learning and advance the opportunities for students to deepen their capacity to understand how commonalities and differences work in collaborative problem-solving and advancing the production of knowledge. The discussion-based and dialogic approach helps students to learn with and from others, some of whom are different from themselves, and to question, disagree, and debate with respect, civility, and intellectual responsibility.

The UM QEP, therefore, represents a novel integration of two complementary initiatives that underpin a significant proportion of the University's Strategic Plan: Educational Innovation and Culture of Belonging. Our QEP affirms that the outcomes associated with dialogue and discussion-based learning are relevant for both academic content and for social identity awareness. Initiatives to improve disciplinary learning and strengthen the understanding of social identity are sometimes deemed dialectical. The American Academy of Arts and Sciences and our university's Strategic Plan suggest, rather, that they are integral to contemporary undergraduate learning. In a culture of increasing diversity and pluralism and decreasing interpersonal experiences, how students learn and with whom they learn are inextricably intertwined. Against this background, the pedagogy of discussion and dialogue itself is essential to enhance students' skills in the kind of academic engagement that leads to enriched learning and civic participation.

As the data of the next section suggest, the kind of learning that is the focus of the QEP is underrepresented in our students' educational experience, and there is considerable sentiment among both students and faculty to promote and expand it.

III. INSTITUTIONAL NEEDS ASSESSMENT

National Survey of Student Engagement

Empirical data from the University's institutional effectiveness process supports the focus on dialogue and discussion-based learning for UM's QEP. Results from the 2015 National Survey of Student Engagement (NSSE) demonstrate that students at the University of Miami trail their peers at other institutions on measures of engagement tied to classroom discussion and interaction.

As shown in Table 1, UM seniors were significantly less likely to report employing active learning strategies than seniors at peer institutions. UM seniors reported being less prepared for class, spending less time on academic work, but more time on passive learning such as memorizing materials (Table 3). They also reported being less active in class participation. The QEP's focus on discussion-based learning would require students to employ active learning strategies and actively participate in class.

Table 2 illustrates that UM seniors were less likely than their peers at other Southeast private institutions to have strong inter- and intra-personal skills. UM seniors—despite their varied ethnicities, cultures, and multi-language fluencies—were less likely to have diverse perspectives, to be able to examine strengths and weakness in their own views, to understand other people's perspectives, and to express themselves effectively. The QEP's emphasis on intergroup dialogue and discussion will enable students to improve these socialization skills.

Finally, UM seniors rated themselves significantly lower on higher order thinking skills than students at peer institutions as shown in Table 3. For example, they scored lower in the areas of analysis of ideas, evaluating points of view, and the formation of new ideas. Discussion-based learning enhances students' ability to construct knowledge which improves critical and analytical thinking skills.



TABLE 1:

**Comparison of Seniors' Responses
to Selected NSSE 2015 Questions:**
UM and Selected Peer Groups

DURING THE CURRENT SCHOOL YEAR, HOW OFTEN HAVE YOU DONE THE FOLLOWING?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Asked questions or contributed to course discussions in other ways (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	3.10	▼ 3.37	▼ 3.16
Come to class without completing readings or assignments (1=Very Often, 2=Often, 3=Sometimes, 4=Never)	2.81	▼ 3.04	▼ 2.97
Reviewed your notes after class (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.77	▼ 2.94	▼ 2.89
HOW MUCH DOES YOUR INSTITUTION EMPHASIZE THE FOLLOWING?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Spending significant amounts of time studying and on academic work (1=Very Little, 2=Some, 3=Quite A Bit, 4=Very Much)	3.11	▼ 3.26	▼ 3.19
ABOUT HOW MANY HOURS DO YOU SPEND IN A TYPICAL 7-DAY WEEK DOING THE FOLLOWING?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) (0=0 hrs, 3=1-5 hrs, 8=6-10 hrs, 13=11-15 hrs, 18=16-20 hrs, 23=21-25 hrs, 28=26-30 hrs, 33=More than 30 hrs)	14.21	▼ 15.04	14.75
Assigned Reading (1=0 hrs; 2=More than 0, Up to 5 hrs; 3=More than 5, Up to 10 hrs; 4=More than 10, Up to 15 hrs; 5=More than 15, Up to 20 hrs; 6=More than 20, Up to 25 hrs; 7=More than 25 hrs)	6.22	▼ 7.87	▼ 7.38
OF THE TIME YOU SPEND PREPARING FOR CLASS IN A TYPICAL 7-DAY WEEK, ABOUT HOW MUCH IS ON:	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Assigned reading (1=Very Little, 2=Some, 3>About Half, 4=Most, 5=Almost All)	2.67	▼ 3.05	▼ 2.94
INSTITUTIONAL INFORMATION	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Response Rate	32%	35%	25%
Number of Institutions	1	121	963

▼ UM's average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ UM's average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

△ UM's average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

TABLE 2:**Comparison of Seniors' Responses
to Selected NSSE 2015 Questions:**

UM and Selected Peer Groups

DURING THE CURRENT SCHOOL YEAR, HOW OFTEN HAVE YOU DONE THE FOLLOWING?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Included diverse perspectives (political, religious, racial /ethnic, gender, etc.) in course discussions or assignments (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.67	▽ 2.87	2.69
Examined the strengths and weaknesses of your own views on a topic or issue (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.86	▽ 2.99	2.88
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.98	▽ 3.06	2.97
HOW MUCH HAS YOUR EXPERIENCE AT THIS INSTITUTION CONTRIBUTED TO YOUR KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN THE FOLLOWING AREAS?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Speaking clearly and effectively (1=Very Little, 2=Some, 3=Quite A Bit, 4=Very Much)	2.98	▽ 3.11	2.95
Developing or clarifying a personal code of values and ethics (1=Very Little, 2=Some, 3=Quite A Bit, 4=Very Much)	2.84	▽ 3.01	2.82
INSTITUTIONAL INFORMATION	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Response Rate	32%	35%	25%
Number of Institutions	1	121	963

▽ UM's average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.▼ UM's average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.△ UM's average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

TABLE 3:

**Comparison of Seniors' Responses
to Selected NSSE 2015 Questions:**
UM and Selected Peer Groups

DURING THE CURRENT SCHOOL YEAR, HOW OFTEN HAVE YOU DONE THE FOLLOWING?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Connected your learning to societal problems or issues (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.87	▼ 2.97	2.87
Identified key information from reading assignments (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	3.27	▼ 3.34	3.25
Summarized what you learned in class or from course materials (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.89	▼ 2.98	2.91
DURING THE CURRENT SCHOOL YEAR, HOW MUCH OF YOUR COURSEWORK EMPHASIZED THE FOLLOWING?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Memorizing course material (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.96	△ 2.75	△ 2.76
Applying facts, theories, or methods to practical problems or new situations (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	3.08	▼ 3.17	▼ 3.15
Analyzing an idea, experience, or line of reasoning in depth by examining its parts (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	3.05	▼ 3.20	▼ 3.12
Evaluating a point of view, decision, or information source (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.89	▼ 3.12	▼ 2.99
Forming a new idea or understanding from various pieces of information (1=Never, 2=Sometimes, 3=Often, 4=Very Often)	2.91	▼ 3.11	▼ 3.01
HOW MUCH HAS YOUR EXPERIENCE AT THIS INSTITUTION CONTRIBUTED TO YOUR KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN THE FOLLOWING AREAS?	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Thinking critically and analytically (1=Very Little, 2=Some, 3=Quite A Bit, 4=Very Much)	3.32	▼ 3.40	3.31
INSTITUTIONAL INFORMATION	UNIVERSITY OF MIAMI	SOUTHEAST PRIVATE PEERS	ALL NSSE PARTICIPANTS 2014 & 2015
Response Rate	32%	35%	25%
Number of Institutions	1	121	963

▼ UM's average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ UM's average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

△ UM's average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.



In addition, qualitative data from NSSE highlight UM students' desire for more classroom engagement:

I love the school, everything is top quality except for the classes. They are confusing, a lot of busy work...

Less PowerPoints please. More projects and in class discussions/activities.

Classes taken within my major...have been engaging and have caused me to learn more than I ever thought possible. However, STEM classes I have taken are not every engaging all require students memorize information and I have left every class never truly learning the topic.

...Memorization is also encouraged rather than gaining meaning of concepts learned and applying them in a context relative to our interests.

I think the main reason for my good educational experience was the group of friends I surrounded myself with in my four years of college. They were the ones who engaged me in stimulating conversation about local, national, and international issues that I rarely got in a classroom...The university has the ability to really keep students in a bubble, unobservant of social, political, economic, etc. issues in the world today... The university rarely promoted student-run events, and almost never conducted their own events, that attempted to engage students, faculty and staff in meaningful conversation about controversial world issues...I believe greater effort should be placed on professors applying course materials to major local and world issues (not only in classes in which that is the course description) and on university departments and heads creating programming designed specifically to engage the university community in meaningful dialogue about what is going on in the world today.

These comments give voice to UM seniors' concern that the focus on memorization diminishes their learning and express a desire for more challenging, active learning and more engagement in discussions and dialogue related to key social issues.

Faculty Survey

In spring 2017 the committee conducted a faculty survey about the QEP to discern the faculty's familiarity with and interest in four discussion-based learning methods: the Harkness method, problem-based learning, flipped learning, and fishbowl discussions. The results indicate that faculty are interested in the Harkness method, problem-based learning, and flipped learning (see Table 4 below). There is less interest in fishbowl discussions, so this method has been eliminated from further consideration.

TABLE 4:

Faculty Interest in Learning More about Discussion-Based Learning Methods

	HARKNESS METHOD	PROBLEM-BASED LEARNING	FLIPPED LEARNING	FISHBOWL DISCUSSIONS
Not Interested	17.38%	11.50%	12.81%	30.70%
Somewhat Interested	25.30%	25.88%	23.44%	28.16%
Interested	31.10%	30.35%	33.13%	25.63%
Very Interested	26.22%	32.27%	30.63%	15.51%
Interested or Very Interested	57.32%	62.62%	63.76%	41.14%

In the faculty comments the following themes appeared most frequently:

- Concerns about classroom designs that reinforce lecture methods;
- Enthusiasm for trying something new;
- Some experience with one of these methods already;
- Concerns that students wouldn't prepare for participation; and
- Need for appropriate training and support (6 comments).



Student Survey

In the Fall 2017 semester, the committee devised a survey to gather additional and more comprehensive data on students' perceptions of their learning experience at UM and their reactions to the use of dialogue and discussion in their courses. The survey was designed to align with the faculty survey and to follow up on some of the findings from NSSE. It was delivered in two ways: an email to juniors and seniors and a walk-up survey station run by student government (only juniors and seniors were selected to participate). To help maximize clarity, the survey described the Harkness method, problem-based learning, and flipped learning.

TABLE 5:

Student Interest in Discussion-Based Learning Methods

	EMAIL SURVEY		WALK-UP SURVEY	
	No	Yes	No	Yes
Harkness Method	30.94%	69.06%	22.35%	77.65%
Problem-Based Learning	39.93%	60.07%	24.04%	75.96%
Flipped Learning	42.96%	57.04%	33.73%	66.27%

Students indicated an interest in taking more courses that had dialogue and discussion as core activities. Table 5 shows that the majority of students who answered the email survey and students who answered the walk-up survey expressed interest in courses that used these methods.

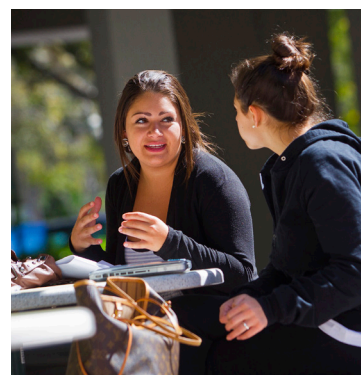
TABLE 6:

Student Experience with Discussion-Based Learning Methods

METHOD	FOUR OR MORE COURSES
Harkness Method	6.9%
Flipped Learning	11.8%
Problem-Based Learning	11.3%

To discern students' actual experience, the survey asked if students had four or more courses that used a Harkness method, flipped learning, or problem-based learning method. The results in Table 6 demonstrate that dialogue and discussion in these methods are not common in students' experience by their third and fourth years.

In response to another question, students indicated that they would like 50.6% of their courses to have a dialogue or discussion method.



Discussion-Based Learning and Intergroup Dialogue

Discussion-based learning consists of a process of learning whereby students interact verbally among themselves and the instructor through question-led techniques. Students' active engagement drives student learning during discussions, in contrast to the more passive nature of lecture-based learning. Research shows that in a variety of disciplines student-centered pedagogy defined by active, peer-to-peer verbal participation promotes knowledge construction, higher order thinking, collaborative learning, and staying on task (Barkely, Cross, & Howell Major, 2005; Brookfield & Preskill, 2005; Garside, 1996; Grier, Rauschert, & Momsen, 2016; Wells & Arauz, 2006; Yew & Schmidt, 2012). The development of these skills and knowledge, however, takes place through a complex practice of verbal interactions that merits further exploration to obtain insight on discussion-based learning.

Soviet psychologist Vygotsky (1962), was an early proponent of knowledge construction and transmission of culture, believing that thought and language are inextricably linked as children develop and well into adulthood. Mercer (2000) describes how humans use language (words) to think together, and offers a compelling overview of the intricate meshing of words and "joint intellectual activities." Mercer (2000) argues that language is "flexible, innovative and adaptable to the demands of changing circumstances. It enables people to create, share and consider new ideas and to reflect together on their actions." (p. 4) Language does not lend itself to permanency or as being static, and it is precisely due to the inexactitude of utterances or meanings and the interpretation of those utterances/words/ideas that leads to knowledge creation and new meanings (Mercer, 2000, p. 6).

During dialogue and discussion, the process of exchanging words and ideas in a classroom setting allows students to collaboratively reconcile, negotiate, renegotiate, and transform meaning. People use language to transmit information, provide meaning, argue a position, establish consensus, organize, explain, persuade, establish boundaries, promote respect, and get things done (Mercer, 2000). In every day interactions, language is essential for both personal and interpersonal skills, as well as knowledge building. Dialogic interaction promotes active, generative, and transformative connections and explorations among participants and between participants and facilitators.

According to Zuñiga, Nagda, Chesler & Cytron-Walker (2007) intergroup dialogues engage students in a "critical-dialogic approach to exploring commonalities and differences in and between social identity groups" (p.2). These types of dialogues are "grounded in the assumptions that interpersonal and cross-group relations on campus are affected by the histories and current realities of intergroup conflict in the United States and that these conflicts must be explored through dialogic encounters" (p. 3). This particular discussion pedagogy reinforces communication and active engagement to connect explicit divergences and develop more profound levels of understanding beyond opinion and experiential anecdotes. It recognizes the significance of socially constructed identity groups, particularly in the developmental stage of emerging adulthood that characterizes most college students, to foster "a critical examination of the impact of power relations and social inequality on intergroup relations" (Zuñiga, et al., 2007; Nagda, Spearmon, Holley, et al., 1999; Zúñiga & Nagda, 2001).

Gurin, Dey, Hurtado & Gurin (2002) agree with psychologist Erik Erikson (1946, 1956), that young people's identities develop when participating in a 'psychosocial moratorium.' This involves "a time and a place in which

they can experiment with different social roles before making permanent commitments to an occupation, to intimate relationships, to social and political groups and ideas, and to a philosophy of life” (p.334). The authors “argue that such a moratorium should ideally involve a confrontation with diversity and complexity, lest young people passively make commitments based on their past experiences, rather than actively think and make decisions informed by new and more complex perspectives and relationships” (p.334).

Institutions of higher education can provide an opportunity for such a psychosocial moratorium, thus supporting young adults through this identity development stage. Residential colleges and universities provide many students with an opportunity to experiment with new ideas, new relationships, and new roles. Peer influences play a normative role in this development, and students are able to explore options and possibilities before making permanent adult commitments. Yet not all institutions of higher education serve this developmental function equally well (Pascarella & Terenzini, 1991). Higher education is especially influential when its social milieu is different from students’ home and community background and when it is diverse and complex enough to encourage intellectual experimentation and recognition of varied future possibilities. We maintain that



attending college in one’s home environment or replicating the home community’s social life and expectations in a homogeneous college that is simply an extension of the home community, impedes the personal struggle and conscious thought that are so important for identity development.

Effective discussion-based learning requires careful planning that takes into consideration an array of teaching methods and formats, the ultimate goals of discussion

activities, the necessary preparations and resources, as well as the propitious guidance and environment (Cliff & Miller, 1997; Henning, 2005; Michaelsen, Knight, & Fink, 2004). Dallimore, Hertenstein, & Platt (2004), for example, studied the rationale behind students not wanting to participate in discussion, concluding that certain strategies and conditions were necessary in order for these students to actively participate in discussion-based activities. These strategies were used to alter the teaching method, and included the following: “(1) required/graded participation, (2) incorporating ideas and experiences, (3) active facilitation, (4) asking effective questions, (5) supportive classroom environment, and (6) affirming contributions/constructive feedback” (Dallimore, Hertenstein, & Platt, 2010, p.103).

Foremost, however, is the understanding that discussion should be primarily peer-to-peer (student centered), with the instructor enabling conversation through questioning and probing techniques. Traditionally, discussions led by instructors resulted in fan-shaped techniques, where the instructors chose varying students before them to ask questions that would eventually elicit the right or correct answer (O’Hare, 1998). Other discussion-based teaching techniques took on a different web-based directive, where the setting changed to students sitting in oval or round tables and the instructor simply throwing in questions that elicit full participation or verbal interaction amongst the students (O’Hare, 1998). In order for constructive dialogue and discussion-based learning to take place, a purposeful and strategic pedagogical environment and setting is necessary.

The Pedagogical Background

The QEP will implement three main pedagogical methods and formats that will actively promote intergroup dialogue and discussion-based learning for undergraduate students. These include the Harkness method, problem-based learning, and flipped learning. Multiple methods were selected in order to embrace the experimental nature of the QEP and to provide some points of comparison. As the QEP progresses, we may discover that each method has unique strengths better suited for particular course topics and learning outcomes. However, all three will have discussion at the core of course activities.

HARKNESS METHOD

The Harkness method was developed at Exeter Academy in the early part of the 20th century and is used in secondary schools and colleges around the world. It promotes and enhances student-led dialogue and discussions as its primary pedagogical focus. This instructional practice emphasizes student centeredness, whereby 10-20 students sit face-to-face in a circle or at an oval table and engage in stimulating and collaborative discussions (see Figure 1). The seating arrangement promotes an egalitarian mindset, which supports a culture of equal contributions among students and faculty alike. The discussion process seeks to cultivate active learning (e.g., metacognition, engage and internalize with course material, active meaning production), socialization skills (e.g., effective speaking and listening skills, empathy, respect, open-mindedness), and knowledge construction (e.g., content knowledge, critical thinking skills).

FIGURE 1:

Student Discussion at a Harkness Table



Source: "The Harkness Difference" video by the Phillips Exeter Academy.

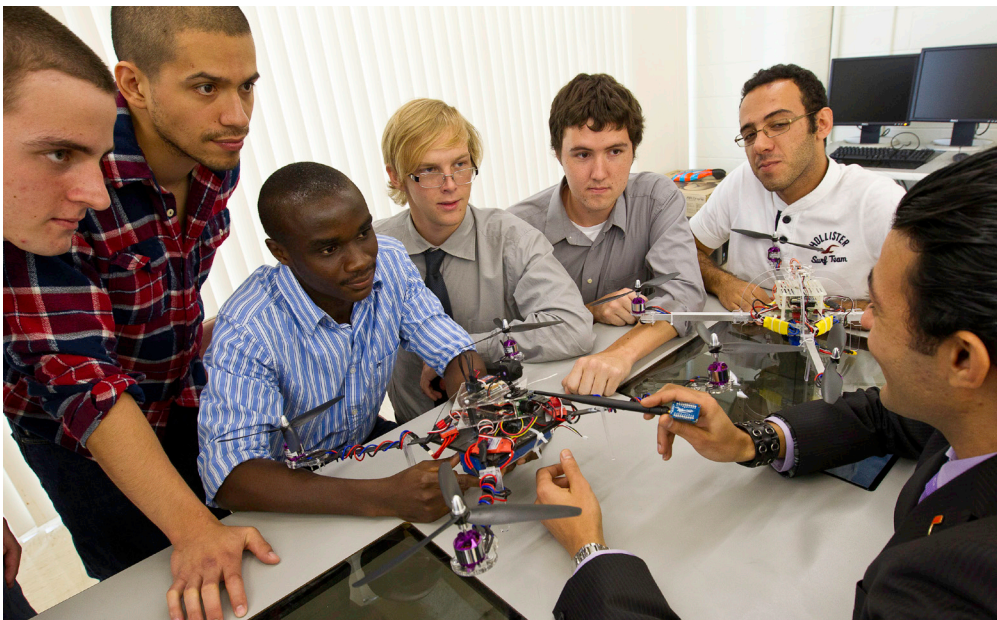


This particular pedagogy redirects faculty-led discussion to student-centered dialogue, allowing students to “invigorate their learning experience” through addressing, questioning, evaluating and re-evaluating ideas, assumptions and perspectives (Huynh, 2016). A typical Harkness dialogue can readily employ and modify the following steps:

1. **Introduce and/or examine a stimulus:** The faculty member assists students in maintaining the focus of their discussion on a specific content area (e.g., concept, topic, problem, assumption, idea), that can be introduced or examined into the discussion through any means (e.g., visual, audio, tangible stimulus, text excerpt).
2. **Generate guiding questions:** There may be multiple ways of guiding the discussion through questions: (a) Students generate questions based on the stimulus to generate and sustain discussion, (b) The faculty member brings forth a set of questions for discussion to keep the flow of the conversation, (c) Both students and faculty generate and use guiding questions to maintain the dialogue. The questions should not lead to answers or be biased in nature, since it is the process that ultimately defines the learning experience of the students, and is at the core of the pedagogy.
3. **Discuss the questions:** Students begin and progress the discussion, using the questions generated in step 2. The faculty member becomes the referee as opposed to the leader of the discussion. His or her role may extend to guiding the discussion, particularly at the beginning of the course(s), since students need time to adjust to the new mode of learning.
4. **Monitor interaction:** One of the major roles of the faculty member is to monitor the interaction and take notes on the levels of participation to determine the efficiency of the Harkness method. This can be done on paper or electronically, and can be shared with students to help them see for themselves how they are participating. During this step, faculty can also determine the quality of the interpersonal and intrapersonal skills of the students as they converse. (Adapted from Huynh, 2016)

These processes are general enough to meet the needs and objectives of any discipline and course syllabus, but they can be modified throughout the course to increase participation and moderate dialogue. The Intergroup Dialogue, embedded in the Harkness method, would follow these processes as well, with the distinction that the discussions aim to address socialization skills (intrapersonal and interpersonal) primarily.

In the intergroup dialogue sessions, discussion takes place among 12-18 students from two or more social identity groups (e.g., different races, ethnic, religions, socioeconomic backgrounds, and sexes and/or genders). The discussions would be “supported and guided by a skilled team of co-facilitators that use an educational curriculum integrating cognitive, affective, and behavioral dimensions of learning. The co-facilitators are chosen to reflect the composition of the dialogue; for example, a dialogue involving men and women would have one male and one female co-facilitator” (Zúñiga, et al., 2007, p. 3).



PROBLEM-BASED LEARNING

Problem-based learning is an approach where groups of students work together to solve open-ended problems over a period of several course sessions. Problem-based learning is more common in STEM disciplines, where problems and solutions are central to professional practice.

A typical problem cycle involves the following steps (Amador, Miles, & Peters, 2006):

- The faculty member presents a real scenario with known possible solutions to students, who are organized into small groups
- Each group of students discusses the scenario, then:
 - Identifies concepts that they understand and those that they need to learn;
 - Defines a problem or problems within the scenario;
 - Discusses the problems;
 - Determines what the group needs to learn;
 - Gathers information and researches unknowns;
 - Synthesizes existing and new knowledge into multiple solutions; and
 - Evaluates multiple approaches and selects the one the group considers to be most viable.
- Each group presents their solutions back to the class for further discussion of both the solution and problem-solving process.

An important aspect of problem-based learning is that students are responsible for identifying their own gaps in knowledge and creating a plan to address those gaps. This models the self-directed learning process that happens outside of formal education. Problem-based learning also provides space for students to be creative as they approach a problem and formulate unique solutions. Unlike the Harkness method, the majority of student-student discussions occur without the oversight of a faculty member. While this may create opportunities for students to get off track, the faculty member is available to clarify aspects of the scenario, review draft solutions, and resolve disputes if needed.

FLIPPED LEARNING

In a flipped learning course, course content typically presented as lecture during class is replaced with materials such as readings, audio recordings, and videos. Students are expected to review these materials on their own. During class sessions, there is very little emphasis on introducing new concepts. During class time, students participate in activities such as whole-class or small-group discussions, problem sets, case studies, role-playing activities, debates, simulations, or hands-on lab work.

Through this structure, students are able to benefit by a course design that can reflect all seven principles for good practice in undergraduate education (Chickering & Gamson, 1987, pp. 3-5):

- **Encourages contact between students and faculty:** During class sessions, faculty typically spend most of the time talking to groups of students about the activity, course concepts, and their progress. This is more personalized contact than students typically receive in a lecture-format course, regardless of size.
- **Demonstrates reciprocity and cooperation among students:** Most activities in a flipped model are group based. Students are encouraged to help their peers through the activities, which provides personal assistance to lower-performing students and reinforcement of concepts for higher-performing students.

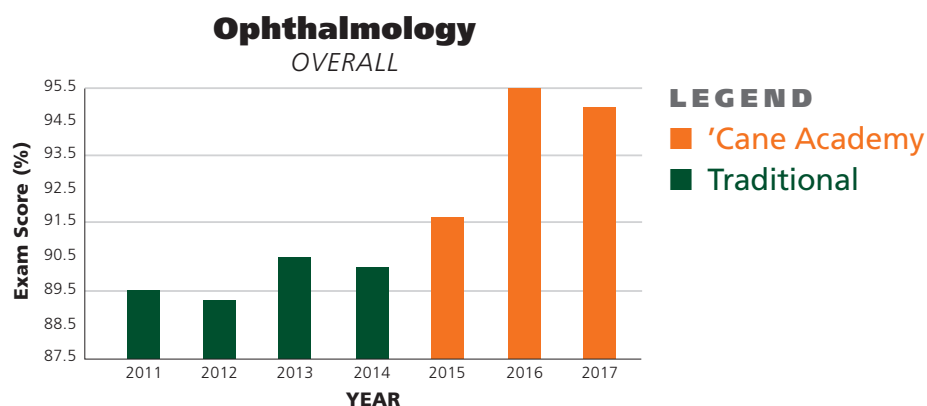
- **Uses active learning techniques:** The primary purpose for moving course content outside of class time is to create opportunities for active learning
- **Gives prompt feedback:** In a typical lecture/homework course, homework is completed outside of class time, where a student may need to wait several days before submitting their work and several more before receiving any feedback. By doing activities in class, students can receive feedback and assistance from faculty or other students immediately.
- **Emphasizes time on task:** By doing course activities during class time, students have dedicated time when they are expected to put what they have learned into action.
- **Communicates high expectations:** Since students are all working on activities at the same time, they can see the quality of work from other students and faculty can call attention to students who are doing particularly well.
- **Respects diverse talents and ways of learning:** The flipped format provides a greater variety of options for learning content. For example, one student could speed through a collection of assigned videos if they are already familiar with the concepts, while another student could watch the videos multiple times and pause to look up unfamiliar concepts. By the time they are ready to apply the concepts during class time, they have the opportunity to be equally prepared.

While it is not essential for a flipped learning course to be discussion-based, all of the flipped learning courses that will be part of the QEP will be designed with discussion as a core activity.

The University of Miami has some experience with flipped learning. For example, in the Miller School of Medicine, an initiative called the 'Cane Academy (similar in style to the Khan Academy) has begun to flip some aspects of the first two years of medical education. The first module to be flipped was on Ophthalmology. As can be seen in the graph below (Figure 2), the first year the flipped content was used, student performance increased marginally, but increased again during the second offering. The gain was sustained during the third offering.

FIGURE 2:

Increase in Medical Student Performance on a Standardized Ophthalmology Exam after the Ophthalmology Content was "Flipped"



In addition to this, the University's College of Engineering has begun to build classrooms to support flipped courses. These classrooms have tables where small teams can work together on projects. Each table has its own monitor that can be used by students at the table or changed to show information that the faculty wants to share with the whole class (see Figure 3).

FIGURE 3:

**Students in a New Classroom in the College of Engineering
Designed to Support Flipped Course Designs**



The QEP will promote dialogue and discussion-based learning by offering undergraduate courses to students using the following teaching methods: Harkness method including intergroup dialogue, problem-based learning, and flipped learning. The University will recruit current full-time faculty across the University's nine undergraduate colleges and schools to redesign and offer courses in the program. A pilot will begin in spring 2019 with the full program beginning in fall 2019.

Course Components

Each course offered through the QEP will focus on discussion-based learning. Faculty will redesign each course to have each class session utilize one of the three teaching methods. Course assignments will also be redesigned to incorporate these methods as well as to fit into the assessment plan described in more detail in the Student Learning Outcomes and Assessment section of this report. All three of the teaching methods involve devoting each class session to discussion-based learning. Students will also be expected to come to class prepared to actively participate and to take responsibility for their learning. As described in the assessment, students will also be asked to rate themselves and their peers on behavioral outcomes related to intergroup dialogue. These expectations will be built into the course syllabus and faculty will devote time at the beginning of the course to explain this to students. In addition, each course syllabus will contain the following to help acclimate students to discussion-based learning:



- A description of discussion-based activities in each syllabus with links to additional resources for students;
- A short summary document that describes discussion-based activities with an example;
- A common activity that all faculty will do on the first day to introduce students to the way the course is being taught. This may be co-facilitated by the Lead Instructional Designer the first time the course is offered since the faculty member may be new to this format as well; and
- A set of warmup activities that faculty will use during each session as a continuous reinforcement.

Program Participation

The University will use a decentralized process for program participation to enable each undergraduate college and school to integrate the program into its distinct curriculum.

Student Recruitment

Students will register for the QEP courses through the regular course registration process. A course attribute will be added to each course to identify it as dialogue and discussion-based learning course. Each participating college/school will be responsible for advertising the course and promoting student participation.

Faculty Recruitment

Each college/school will be responsible for recruiting faculty to participate in the QEP. This process is similar to the University's Cognate development process which has been effective. Each spring, the Assistant Provost for Educational Innovation (later Vice Provost) will work with the dean of each undergraduate college/school to identify faculty to participate in the QEP for the following spring. Continuing QEP courses will be offered each fall.

Staffing

Two new staff positions will be created in support of the QEP: Vice Provost for Educational Innovation and Lead Instructional Designer.

Vice Provost for Educational Innovation

The University's strategic plan, *Roadmap to A New Century*, includes a goal to create a Vice Provost of Educational Innovation to oversee educational innovation initiatives, including the QEP. The Vice Provost for Educational Innovation will report to the Provost and Executive Vice President. The Vice Provost will be "a collaborative forward-thinking leader who advances the University's teaching and learning mission through the application of learning science and the exploration and development of innovative pedagogical practices." Appendix D includes the full position description.

To assist with the development of the QEP and other Educational Innovation initiatives, the Provost appointed Allan Gyorke as Assistant Provost of Educational Innovation in spring 2017. He will serve in this roll until the Vice Provost for Educational Innovation is hired in 2019. Gyorke is the University's Chief Academic Technology Officer and Associate Vice President of Information Technology. He has a B.S. degree in Industrial Engineering and a M.Ed. degree in Adult Education, and has worked in a variety of roles that advanced classroom and curriculum innovation and explored the bridge between technology, culture, and learning science. Prior to joining UM, Gyorke studied and worked for 21 years at Penn State University, where he oversaw computer workshops, ran the IT services for the Hazleton campus, built some of the first online courses and massive open online courses (MOOCs), worked closely with faculty on the integration of technology into traditional on-campus courses, and led course redesign efforts to include student-generated media, podcasting, blogs, online social networks, and flipped learning models.

In his role as Assistant Provost, he reports directly to the Senior Vice Provost and Dean of Undergraduate Education, William Scott Green. A formal search for the Vice Provost position is planned for spring 2019.

Lead Instructional Designer

To directly support the faculty development component of the QEP, a Lead Instructional Designer position will be created. The position will report directly to the Assistant Vice Provost for Educational Innovation (later Vice Provost). In spring 2018, the University will conduct a search for the Lead Instructional Designer. The goal is to have the new person on board in summer 2018 so that he or she can participate in the summer faculty development. The position description is included in Appendix D.

Educational Innovation Committee

The QEP Committee (Appendix B) also serves as the Educational Innovation Committee for the University's strategic plan initiatives. The Educational Innovation Committee will provide ongoing oversight and support in the implementation and development of the QEP. The Committee is chaired by the Senior Vice Provost and Dean of Undergraduate Education and composed of faculty and student representatives as well as key staff members. Many of the faculty who will participate in the QEP pilot are members of the Committee. The Committee will review assessment results and make recommendations to the Assistant Vice Provost (later Vice Provost) of Educational Innovation for improvement.



Faculty Development

A major component of the QEP involves faculty development. Faculty will need development to redesign their courses as well as pedagogical training in dialogue and discussion-based learning. In order to be truly effective in facilitating class discussions, faculty need to understand the background that students bring to those discussions. In addition to covering the pedagogical skills needed to effectively facilitate class discussions, the faculty development program will also involve discussions of stereotype threat (Steele, 2010) and how this may influence students' participation in classroom discussions. Faculty will learn how their own social identities, and those of their students, may affect the dynamics in the classroom. Faculty also need to understand how their comments during class discussions may facilitate either a growth mindset or a fixed mindset among their students, so the work of Dweck (2006) and others regarding mindsets will be a part of the faculty development program as well. The Lead Instructional Designer will develop a faculty development program that includes a summer and intersession faculty institute as well as continual training through faculty learning communities.



Summer and Intersession Faculty Institutes

For the pilot year and the first two years of the QEP, we will send faculty to Exeter Summer Training for specific training in Harkness method. By the third year of the QEP, the Lead Instructional Designer will develop an in-house Summer Faculty Institute that will incorporate training in all three methods as well as intergroup dialogue. An Intersession Faculty Institute will also be held each January as needed for any spring faculty who are unable to attend the summer training/institute.

Faculty Learning Communities

On-going faculty development will be offered using the faculty learning community (FLC) model that was established for the University's last QEP and has proven effective in helping faculty in course redesign. The FLC model includes the following:

- A group of four to eight faculty are selected based on their knowledge of and interest in a particular theme as well as their willingness to experiment and support from academic leadership.
- An instructional designer is assigned to each faculty group based on his or her expertise with the theme. The instructional designer is responsible scheduling and facilitating the FLC meetings.
- During the first meeting, faculty discuss their backgrounds, what they are teaching, what they know about the theme, and what they hope to accomplish by the end of the FLC.
- Based on the knowledge and needs of the FLC members, the instructional designer gathers resources that the faculty will need to reach their goals. This includes articles, books, videos, tours, faculty who have specialized knowledge, and university resource personnel.
- The instructional designer organizes these resources into a curriculum for the remainder of the semester.
- The FLC group continues to meet every two weeks to discuss the resources, interact with experts, and take tours. Faculty also begin to work on modifying their courses. During this time, the instructional designer will alter the plan for future sessions, based on new questions and requests from faculty.
- By the end of the semester, the FLC groups for each theme have met six to eight times. They will have modified activities, course resources, and syllabi that incorporate the theme.
- After the FLC semester, the instructional designer continues to work with faculty one-on-one to assist with any further development needed to complete the course transformation.

The new Lead Instructional Designer will initiate a faculty learning community for the Harkness method after the summer training at Exeter. He or she will initiate faculty learning communities for problem-based and flipped learning in summer 2019. As the program develops, there may be separate faculty learning communities for new versus continuing faculty as well.

Implementation Timeline

Below is a general timeline for implementation of the QEP. A detailed timeline for course offerings and classroom renovations is included in the QEP Budget section of this report.

Spring 2018

- Conduct search to fill Lead Instructional Designer
- Renovate three classrooms for 2018-19

Summer 2018

- New Lead Instructional Designer begins
- Summer training at Exeter for pilot faculty and QEP staff

Fall 2018

- Faculty Learning Community for Spring 2019 faculty

January 2019

- Intersession Faculty Institute for Spring 2019 faculty as needed

Spring 2019

- Launch QEP pilot courses
- Pilot assessment process (mid-term and end-of-term)
- Renovate three classrooms for 2019-20
- Recruit new faculty for Spring 2020
- Conduct search for new Vice Provost of Educational Innovation

Summer 2019

- Review assessment results and revise assessment and program as needed
- Summer training at Exeter for 2019-20 faculty
- New Vice Provost of Educational Innovation begins

Fall 2019

- Officially launch QEP program
- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Faculty Learning Community for Spring 2020 faculty

January 2020

- Intersession Faculty Institute for Spring 2020 faculty as needed

Spring 2020

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Renovate three classrooms for 2020-21
- Recruit new faculty for Spring 2021

Summer 2020

- Review assessment results and revise assessment and program as needed
- Summer training at Exeter for 2019-20 faculty

Fall 2020

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Faculty Learning Community for Spring 2021 faculty

January 2021

- Intersession Faculty Institute for Spring 2021 faculty as needed

Spring 2021

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Renovate three classrooms for 2021-22
- Recruit new faculty for Spring 2022

Summer 2021

- Review assessment results and revise assessment and program as needed
- UM Summer Faculty Institute for 2021-22 faculty

Fall 2021

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Faculty Learning Community for Spring 2022 faculty

January 2022

- Intersession Faculty Institute for Spring 2022 faculty as needed

Spring 2022

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Renovate three classrooms for 2022-23
- Recruit new faculty Spring 2023

Summer 2022

- Review assessment results and revise assessment and program as needed
- UM Summer Faculty Institute for 2022-23 faculty

Fall 2022

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Faculty Learning Community for Spring 2023 faculty

January 2023

- Intersession Faculty Institute for Spring 2023 faculty as needed

Spring 2023

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Renovate three classrooms for 2023-24
- Recruit new faculty for Spring 2024

Summer 2023

- Review assessment results and revise assessment and program as needed
- UM Summer Faculty Institute for 2023-24 faculty

Fall 2023

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)
- Faculty Learning Community for Spring 2024 faculty

January 2024

- Intersession Faculty Institute for Spring 2024 faculty as needed

Spring 2024

- Offer continuing and new QEP courses
- Conduct program assessment (mid-term and end-of-term)



QEP Pilot Courses

The QEP Committee has identified the following faculty to participate in the initial faculty development initiatives. We anticipate that 10 of these faculty will be able to offer a course in the program pilot in spring 2019.

SCHOOL OF ARCHITECTURE

Denis Hector, Associate Professor

COLLEGE OF ARTS AND SCIENCES

Dr. Michael Gaines, Professor, Biology

Assistant Provost of Undergraduate Research and Community Outreach

Director, Howard Hughes Medical Institute Undergraduate Education Program

Dr. Robert Stephen Cantrell, Chair and Professor, Mathematics

Director, University of Miami Institute for Theoretical and Mathematical Ecology

Dr. William Scott Green, Professor of Religious Studies

Senior Vice Provost and Dean of Undergraduate Education

Senior Fellow, Sue and Leonard Miller Center for Contemporary Judaic Studies

Dr. Joanna Johnson, Director of Writing

Dr. Subramanian Ramakrishnan, Associate Professor and Director of Undergraduate Studies, Mathematics

Dr. Maria Galli Stampino

Senior Associate Dean for Academic Affairs, Professor of French and Italian

SCHOOL OF BUSINESS

Ann Olazabal, Esq., Chair and Professor, Business Law

Vice Dean, Undergraduate Business Education

SCHOOL OF COMMUNICATION

Dr. Paul Driscoll, Associate Professor

Vice Dean for Academic Affairs

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Dr. Laura Kohn Wood, Chair and Professor, Educational and Psychological Studies

Associate Provost, Office of Institutional Culture

Senior Resident Faculty, Pearson Residential College

Co-Chair, Standing Committee on Diversity, Equity and Inclusion

Dr. Miriam Lipsky, Lecturer, Teaching and Learning

Senior Learning and Facilitation Specialist, Office of Institutional Culture

ROSENSTIEL SCHOOL OF MARINE AND ATMOSPHERIC SCIENCE

Dr. Danielle McDonald, Associate Professor, Marine Biology and Ecology

SCHOOL OF NURSING AND HEALTH STUDIES

Dr. Andrew Porter, Assistant Professor of Clinical, Public Health

Conceptual Framework

Discussion in the classroom is a form of active learning whereby students engage in peer-to-peer conversations or dialogue guided by instructors. Nilson (2016) defines discussion in higher education as “the productive exchange of viewpoints, [and] collective exploration of issues involving higher-order thinking” (p.206).

Discussion-based learning is a pedagogical approach that includes the following three components:

Active Learning: *Active verbal engagement and participation by the students*

Socialization: *Collective learning and social interaction*

Knowledge Construction: *Building on knowledge*

There are multiple advantages to discussion-based learning. On its website, Vanderbilt University’s Center for Teaching (2017) states “Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices.” Scholarly literature and research have also demonstrated that discussion as an active learning practice is linked to:

- Longer retention of course material (Lujan, & DiCarlo, 2006);
- Democratic values and behaviors (Brookfield & Preskill, 1999; Zúñiga, Nelson, & Mitchell, 2015);
- Higher motivation for learning (Dweck, 2006; Machemer & Crawford, 2007);
- Increased confidence with content (Cherney, 2008; Dweck, 2006);
- Self-directed learning and reflective thinking (Dweck, 2006; Justice et al., 2007);
- Better attitudes (Smith et al., 2005); and
- Critical thinking (Chesters, 2012).

According to Omatseye (2007), an instructor “who is an active constructor of learning” focuses on discussion as a teaching strategy that brings students face-to-face as they engage in verbal exchange of ideas. The students develop critical thinking abilities, learn to evaluate ideas, concepts, procedures and even programs and policies on the basis of clearly set criteria” (p.88). Research conducted by Thakral et al. (2016) on intergroup dialogue with students in first-year experience courses, demonstrated “significant gains across measures of intergroup understanding, intergroup collaboration and action, and relevancy of diversity in higher education” (p. 130). Nilson (2016) aptly summarizes that students engaging in discussion develop intrapersonal and interpersonal skills such as examination of and possible changes in attitudes, beliefs, and values; open-mindedness, active listening; conversational skills; and motivation to learn more on the subject matter (pp. 206-207).



As an active learning practice, discussion consists of students actively engaged in their learning, as opposed to passively receiving course material through lectures, reading, and/or viewing (Bonwell & Eison, 1991). Discussion entails peer-to-peer verbal interaction, which embraces the importance of socialization, social interaction, or collaborative group learning. Within this social context students have the opportunity to engage with others in dialogue, and through the process build upon their knowledge base. In essence, construction of knowledge occurs through hearing new ideas, making connections with their own ideas, and developing new ideas and understanding (Bandura, 1977; Biggs & Tang, 2011; Carr, Palmer, & Hagel, 2015; Piaget & Inhelder, 1969; Vygotsky, 1978).

Dweck's (2006) concept of the "growth mindset" posits that students who actively engage in the classroom can consistently develop deeper learning, flexible metacognitive skills, higher creativity, and higher motivation for learning, which is the opposite of a "fixed mindset." According to Dweck students develop resilience and perseverance through interaction opportunities between peers and instructors. When students are encouraged in oral or written discussion to express their opinions or rebut claims made by others, they are more willing to discuss further, build on arguments, adjust their views, and overall become more flexible in the way they learn. In essence, discussion-based learning enables students to develop a growth mindset, whereby students persist in the face of setbacks, embrace challenge, and learn from criticism (Dweck, 2006).

Current proponents of discussion as essential active learning and constructivist practice emphasize the development of critical thinking skills, and argue for students to explore, question and transform (Chesters, 2012; Ehiobuche, Tu, & Justus 2012; Lam, 2011). Chesters (2012), in her work on dialogue, built upon Benjamin Bloom's (1956) Taxonomy, which first delineated the criteria for determining the levels of critical thinking skills to assist in assessing the outcomes of learning. For instance, critical thinking takes place when students explore concepts, analyze from multiple perspectives and divergent thinking, synthesize ideas, and evaluate arguments (Chesters, 2012, p.8). This is in direct alignment with Bloom's Taxonomy. In Chester's creative thinking, discussion flows naturally and creative arguments occur as students bounce ideas off each other (p. 7). Lastly, Chester discusses caring thinking which refers to the community of learners developing collaborative classroom inquiry, where they express the respect they have for the process, the respect for others, and the respect for the problem deemed important in the discussion (p. 8).

QEP Goals and Outcomes

Purpose: The purpose of the QEP is to enhance student learning through dialogue and discussion in undergraduate courses. Dialogue and discussion-based learning incorporates active learning, socialization, and knowledge construction. The QEP will provide discussion-based learning opportunities using the following teaching methods: Harkness method including intergroup dialogue, problem-based learning, and flipped learning.

Through dialogue and discussion-based learning, students will achieve the goals and outcomes below:

QEP Program Student Learning Goals

1. To develop better retention of course material.
2. To develop social skills and values.
3. To develop higher order thinking skills.

QEP Student Learning Outcomes

Cognitive Outcomes

1. Students will summarize key points from course material.
2. Students will apply course knowledge to topics or problems.
3. Students will integrate divergent perspectives on a topic or problem.
4. Students will justify positions in debating a topic or problem.

Behavioral Outcomes

5. Students will demonstrate respect for different viewpoints.
6. Students will reflect on the importance or relevance of a topic or problem.
7. Students will demonstrate self-reflection of their learning in the course.

QEP Assessment Plan

Assessment of student learning outcomes will involve two components: course-embedded assessment and authentic assessment. Common rubrics, developed by the Office of Assessment and Accreditation, will be used across courses. The University's online course evaluation system, CoursEval, will be used to collect and report assessment results. Assessment methods will be administered at multiple points within each term. The Faculty Development Workshop will incorporate assessment into the course redesign process.

Course-Embedded Assessment

The four cognitive outcomes will be assessed within each course by the course instructor. Each instructor will design two in-class discussion activities that will be used for assessment. The first discussion activity will be administered within two weeks of the midterm and the second discussion activity will be administered within two weeks of the end of term. The instructors in each course will use a common rubric (Rubrics 1 and 2) to rate students' performance in the activities. These will be submitted electronically through CoursEval.

The first assignment will assess the first two learning outcomes:

1. Students will summarize key points from course material.
2. Students will apply course knowledge to topics or problems.

The second assignment will assess the remaining cognitive outcomes:

3. Students will integrate divergent perspectives on a topic or problem.
4. Students will justify positions in debating a topic or problem.

Faculty will develop the assignments during the faculty development workshop with support from the Lead Instructional Designer and the Assessment Specialist. The Office of Assessment and Accreditation will oversee the assessment process.

Authentic Assessment

The three behavioral outcomes will be assessed through authentic assessment administered within the last two weeks of the term. Each student will rate him/herself and each of the other students in the class using a common rubric (Rubric 3) based on a specific class discussion. The assessment will be quasi pre- and post- by asking students to reflect on how they were at the beginning of the semester compared to the end of the semester. The results will be used to gauge student improvement. The assessment will be administered by the Office of Assessment and Accreditation to students using CoursEval in class to ensure a high response rate. Student responses will be kept confidential and reported out as summary results after the term has completed.

The Authentic Assessments will assess these outcomes:

5. Students will demonstrate respect for different viewpoints.
6. Students will reflect on the importance or relevance of a topic or problem.
7. Students will demonstrate self-reflection of their learning in the course.

Use of Results

The Office of Assessment and Accreditation will provide the annual assessment results to the Assistant Provost for Educational Innovation, Lead Instructional Designer, and the Educational Innovation Committee for their review. We will use the assessment results from the pilot semester, spring 2019, as the baseline for assessment targets. Results of assessment will be used each year to improve the faculty development and course redesign process.

RUBRIC 1:

Mid-Term Classroom Discussion Assignment

DESCRIPTION: Faculty will use this rubric to assess each student's performance in a discussion-based activity within two weeks of the midterm. This rubric will be used to assess the first two student learning outcomes. It frames the intended learning expectations for students using a 4-point Likert Scale scoring system. The main purpose of these two outcomes is to determine preparedness and application of course knowledge in student discussions.				
Student Learning Outcomes Assessed: 1. Students will summarize key points from course material. 2. Students will apply course knowledge to topics or problems.				
CRITERIA	1 (BEGINNING)	2 (DEVELOPING)	3 (ACCOMPLISHED)	4 (EXEMPLARY)
Preparedness: <i>Summarizing key points from course material</i>	Does not identify or summarize main points during discussion from readings/assignments	Identifies, but does not summarize, main points during discussion from readings/assignments	Identifies and summarizes a few points during discussion from readings/assignments	Effectively identifies and summarizes main points from readings / assignments during discussion
Application: <i>Applying course knowledge to topics or problems</i>	Expresses no relevant foundational knowledge pertaining to topics or problems raised during the discussion	Expresses limited foundational knowledge pertaining to topics or problems raised during the discussion	Expresses basic foundational knowledge pertaining to topics or problems raised during the discussion	Accurately expresses foundational knowledge pertaining to topics or problems raised during the discussion

RUBRIC 2:

End-of-Term Classroom Discussion Assignment

DESCRIPTION: Faculty will use this rubric to assess each student's performance in a discussion-based activity within two weeks of the end of term. This will be used to assess the second two student learning outcomes. It frames the intended learning expectations for students using a 4-point Likert Scale scoring system. The main purpose of these two outcomes is to determine critical thinking skills relevant to Bloom's Taxonomy of Higher Order Thinking—specifically in the areas of perspectives and evaluation.				
Student Learning Outcomes Assessed: 3. Students will integrate divergent perspectives on a topic or problem. 4. Students will justify positions in debating a topic or problem.				
CRITERIA	1 (BEGINNING)	2 (DEVELOPING)	3 (ACCOMPLISHED)	4 (EXEMPLARY)
Perspectives: <i>Integrating divergent perspectives on a topic or problem</i>	Integrates only one point of view/ approach to topic or problem in discussion	Integrates a couple of points of view/ approaches to topic or problem in discussion	Integrates a few points of view/ approaches to topic or problem in discussion	Integrates multiple points of view/ approaches to topic or problem in discussion
Evaluation: <i>Justifying positions in debating a topic or problem</i>	Shows an emerging awareness of present assumptions on topic or problem during discussion Identifies some contexts when discussing a position on topic or problem	Questions some assumptions, but may be more aware of others' assumptions than one's own (or vice versa) Identifies several relevant contexts when discussing a position on topic or problem	Identifies own and others' assumptions Identifies several relevant contexts when discussing a position on topic or problem	Evaluates systematically and methodically own and others' assumptions Evaluates the relevance of contexts when discussing a position on topic or problem

RUBRIC 3:

Student Self and Peer Assessment

DESCRIPTION: At the end of the term, each student will use this rubric to assess her or himself and each of the other students in the course at the beginning of the course and at the end of the term. This rubric will be used to assess the three behavioral outcomes. It frames the intended learning expectations of students using a 3-point Likert Scale scoring system. The main purpose of these behavioral outcomes is to obtain insight on students' perspectives of the discussion-based learning processes—specifically in the areas of respect for differing viewpoints, relevance of topics or problems discussed, and metacognition.				
Behavioral Outcomes Assessed: 4. Students will demonstrate respect for different viewpoints during discussion. 5. Students will reflect on the importance or relevance of a topic or problem discussed. 6. Students will demonstrate self-reflection of their learning in the course discussion-based activities.				
CRITERIA	1 (BEGINNING)	2 (PROFICIENT)	3 (ADVANCED)	
Demonstrates respect for different viewpoints	Demonstrates little to no evidence of respect towards peers with differing viewpoints from own during discussion activities	Demonstrates some respect towards peers with differing viewpoints from own during discussion activities	Demonstrates exemplary respect towards peers with differing viewpoints from own during discussion activities	
Reflects on the importance or relevance of a topic or problem	Not able to determine if topic/problem was important or relevant	Able to discuss importance or relevance, but no supporting evidence or argument	Able to discuss importance or relevance with supporting evidence or argument	
Demonstrates self-reflection of their learning in the course discussion-based activities	Demonstrates little to no evidence of self-reflection on their learning in the course discussion-based activities	Demonstrates some self-reflection on their learning in the course discussion-based activities	Demonstrates extensive self-reflection on their learning in the course discussion-based activities	

VII. QEP BUDGET

Budgeting Assumptions

The QEP budget was developed using several budgeting assumptions which are described below in detail.

Discussion-Based Learning Courses

The budget assumes that discussion-based learning courses will be offered as shown in Table 7 below. Each course instructor who participates in the QEP will agree to offer each course a total of three times over a period of five years. However, for budgeting purposes, we assume that most instructors will teach the courses within a three year period. The QEP will begin with a pilot of 10 courses offered in spring 2019. The budget assumes an additional 16 courses will be offered in the QEP each academic year. By the end of Year 5 (2023-24), 150 courses (new and continuing) will have been offered through the QEP.

TABLE 7:

Projected Discussion-Based Learning Courses Offered by Year

		HARKNESS METHOD	PROBLEM-BASED LEARNING	FLIPPED LEARNING	TOTAL COURSES OFFERED	
PILOT YEAR (2018-19)	New Courses	6	4	0	10	10
YEAR 1 (2019-20)	Continuing Courses	2	1	0	3	19
	New Courses	6	5	5	16	
YEAR 2 (2020-21)	Continuing Courses	4	3	2	9	25
	New Courses	6	5	5	16	
YEAR 3 (2021-22)	Continuing Courses	6	5	5	16	32
	New Courses	6	5	5	16	
YEAR 4 (2022-23)	Continuing Courses	6	5	5	16	32
	New Courses	6	5	5	16	
YEAR 5 (2023-24)	Continuing Courses	6	5	5	16	32
	New Courses	6	5	5	16	
GRAND TOTAL	Continuing Courses	24	19	17	60	150
	New Courses	36	29	25	90	

Classrooms

One of the major constraints to discussion-based learning at UM is the current classroom facilities. Classrooms are not designed to facilitate student-to-student interaction required for discussion-based learning. Consequently, a major component of the QEP budget involves renovating existing classrooms and refurbishing them with furniture and equipment to support the Harkness method, problem-based learning, and flipped learning.

The QEP budget assumes that the renovation and refurbishing cost for each classroom will be \$100,000. The actual cost will vary considerably based on the building and condition of the classrooms chosen for renovation. The assumed cost includes painting, electrical, flooring, furniture, equipment, and media. As shown in Table 8 below, the budget assumes that three classrooms will be renovated in the Pilot Year (2018-19) so that they can be ready for use in Year 1. An additional three classrooms will be renovated in Year 1 (2019-20) so that they can be ready for use in Year 2. These first six classrooms will be located in a general purpose classroom building(s) and will be able to fully support the QEP. However, since a major component of the QEP is faculty development, in addition to the courses taught for the QEP, we expect QEP faculty to apply and expand discussion-based learning techniques into other courses. Therefore the budget includes a multi-year plan to continue classroom renovation and refurbishing within the nine undergraduate colleges and schools. In Years 2-4 (2020-21 through 2022-23), one classroom within each of the nine colleges and schools will be renovated and refurbished to support discussion-based learning. Consequently, by Year 5, a total of 15 classrooms will have been renovated and refurbished to support discussion-based learning. This will enable many faculty to incorporate discussion-based learning into their courses.

In addition, the budget includes a three-year classroom renewal fund to ensure continuity and sustainability. The renewal fund assumes a projected cost of \$1000 per student for 12 students per classroom distributed over three years, or \$4000 per year per classroom. In alignment with the classroom renovation and refurbishing projection as shown in the table below, the classroom renewal fund is projected based on the number of discussion-based learning classrooms in active use.

TABLE 8:

Discussion-Based Learning Classrooms

NUMBER OF CLASSROOMS	PILOT YEAR (2018-19)	YEAR 1 (2019-20)	YEAR 2 (2020-21)	YEAR 3 (2021-22)	YEAR 4 (2022-23)	YEAR 5 (2023-24)
Being Renovated	3	3	3	3	3	0
In Active Use	0	3	6	9	12	15

Staffing

The QEP budget also includes projected staffing to support the QEP. Since the QEP emerged as part of the University's *Roadmap* Initiative for Educational Innovation, the budget includes partial support by the newly created Assistant Provost for Educational Innovation position. In addition, a Lead Instructional Designer position, reporting to the Assistant Provost, will support faculty development for the QEP. The projected salaries include annual merit increases of 3.0%. Fringe benefits are also estimated using the University's established rates for budget and planning purposes: 40.6% for FY19, 39.0% for FY20, 39.3% for FY21, and 37.0% for FY22-24. An additional \$20,000 per year is included in the budget to cover operational costs associated with the creation and continued support of the new position (computer and computer replacement, furniture, supplies, phones, etc.).

Faculty Development

A major component of the QEP involves faculty development. Faculty will need to be trained in discussion-based learning techniques and redesign each course based on the method. Most of the faculty development will take place in the summer. For the pilot year and first two years of the program, we project that we will send faculty to the Exeter Summer Institutes for training on Harkness teaching methods in various disciplines. The budget assumes a total cost of \$3000 per person (including registration fees, meals, and travel) for 13 attendees in summer 2018, including the Pilot Year instructors, the Lead Instructional Designer, the Assistant Provost, and another attendee. The budget assumes 18 attendees in each of the following two summers, including the instructors who will be new to the program each year. By Year 3, the budget assumes that the University will have developed an in-house Summer Faculty Institute specifically for discussion-based learning at UM. Since no travel costs will be involved, the budgeted cost will decrease even though more faculty will be able to participate. Since some faculty teaching in the spring semesters may not be able to attend the summer institutes, the budget also includes funding to support a small faculty institute during the University's two-week intersession in January. Initially this could cover the cost to have someone from Exeter come to campus for customized training but eventually would be covered by an in-house program.



Faculty Participation Costs

In order to recruit faculty to participate in the QEP and compensate them for the extensive work they will need to do to redesign their courses and teaching method, the budget includes projected costs for faculty incentives, and course buyouts. To participate in the QEP, a faculty member agrees to participate in the Faculty Institute (summer or intersession), redesign his/her course to incorporate the discussion-based learning techniques and assessment plan, and actively participate in the assessment of the QEP. In addition, each faculty member will commit to teaching the discussion-based learning course a total of three times within a five-year period. The budget assumes a \$4000 faculty incentive for participating in the QEP. This may be given in the form of compensation (stipend) or as non-taxable funding for travel, research, or professional development. Faculty will only receive the incentive once, in the semester in which his/her discussion-based learning course is first offered. To encourage undergraduate schools and colleges to allow their faculty to participate in the QEP, the budget includes funds for course buyouts. If a college or school needs to hire an adjunct to make up for the faculty member's participation in the QEP, the program will cover that cost for the first time the course is offered. After that, they will be expected to incorporate it into their budget planning. A pool of money equivalent to \$4000 per instructor for new courses is included in the budget.

Additional Costs

The budget also includes additional costs such as costs to cover programming and marketing costs as well as general materials and supplies.

TABLE 9:
Projected QEP Budget Fiscal Years 2019-2024

	PILOT YEAR (2018-19)	YEAR 1 (2019-20)	YEAR 2 (2020-21)	YEAR 3 (2021-22)	YEAR 4 (2022-23)	YEAR 5 (2023-24)
Classrooms						
Renovation and Refurbishing	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ -
Renewal Fund	\$ -	\$ 12,000	\$ 24,000	\$ 36,000	\$ 48,000	\$ 60,000
Vice Provost for Educational Innovation (Partial)						
Salary and Benefits	\$ 140,600	\$ 143,170	\$ 147,783	\$ 149,704	\$ 154,195	\$ 158,821
Lead Instructional Designer						
Salary and Benefits	\$ 112,480	\$ 114,536	\$ 118,227	\$ 119,763	\$ 123,356	\$ 127,056
Operational Costs	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Faculty Development						
Exeter Summer Training	\$ 36,000	\$ 54,000	\$ 54,000	\$ -	\$ -	\$ -
UM Summer Faculty Institute	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ 30,000
Intercession Faculty Institute	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Faculty Participation Costs						
Faculty Incentives	\$ 20,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000
Course Buyouts	\$ 40,000	\$ 64,000	\$ 64,000	\$ 64,000	\$ 64,000	\$ 64,000
Additional Costs						
Marketing	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Materials and Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
TOTAL PROJECTED BUDGET	\$ 694,080	\$ 774,706	\$ 795,010	\$ 786,466	\$ 806,550	\$ 526,877

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APPENDIX A:

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Shirelle Evette Jackson
Senior Associate Athletic Director
Student Athlete Development
Athletics

Whitley Monet Johnson
Senior Academic Advisor
Office of Academic Enhancement

Cristina Luna
Assistant Dean of Students
Office of Dean of Students

Dr. Michelle Maldonado
Assistant Provost of Undergraduate Education
Director, Office of Academic Enhancement
Professor Religious Studies, College of Arts and Sciences
Senior Residential Faculty

Dr. Rene Monteagudo
Director, Counseling Center

Carolina Perticari
Area Director
Housing and Residential Life

Steven Karl Priepe
Senior Associate Dean of Students, Judicial Affairs
Office of Dean of Students

Ali Rodriguez
Director, Career Services
Toppel Career Center

Sevgi Ural
Assistant Director, International Services
International Student and Scholar Services
Enrollment Management

Vanessa Van Dyke
Area Director
Housing and Residential Life

Oscar Manuel Vazquez, Jr.
Area Director
Housing and Residential Life

Ronald Wabomnor
Area Director
Housing and Residential Life

Andrew Wiemer
Director, Butler Center for Service and Leadership
Student Life

Student Representatives

Christa R. Anderson
Co-Chair, Black Student Concerns Working Group

Ivann Clarence Anderson
Co-Chair, Standing Committee on Diversity, Equity & Inclusion

Mohamed Magdy Hassan Zaki Anis
Doctoral Student, Higher Education Administration
School of Education and Human Development

Dalia Habash
Undergraduate Student

Megan Lipsky
Co-Chair, Religious Diversity Working Group

Ashley Maxie-Moreman
Doctoral Student, Counseling Psychology

Community Partner

Robert Shevin
Executive Director, Miami Coalition of Christians and Jews (MCCJ)

APPENDIX B:

QEP Committee Members

Dr. William Scott Green, Committee Chair
Senior Vice Provost and Dean of Undergraduate Education
Professor of Religious Studies, College of Arts and Sciences
Senior Fellow, Sue and Leonard Miller Center for
Contemporary Judaic Studies

Allan Gyorke
Assistant Provost for Educational Innovation
Associate Vice President for Information Technology
Chief Academic Technology Officer

Dr. Michael Gaines
Assistant Provost of Undergraduate Research
and Community Outreach
Director, Howard Hughes Medical Institute
Undergraduate Education Program
Professor, Biology
College of Arts and Sciences

Dr. Michelle Maldonado
Assistant Provost of Undergraduate Education
Director, Office of Academic Enhancement
Professor Religious Studies, College of Arts and Sciences
Senior Residential Faculty

Sabrina Mendoza Rembold, Esq.
Assistant Provost for Undergraduate Education

Dr. Robert Stephen Cantrell
Chair and Professor, Mathematics,
College of Arts and Sciences
Director, University of Miami Institute for Theoretical
and Mathematical Ecology

Dr. Joanna Johnson
Director of Writing, College of Arts and Sciences
Director, English Composition,
College of Arts and Sciences

Dr. Subramanian Ramakrishnan
Associate Professor and Director of Undergraduate
Studies, Mathematics
College of Arts and Sciences

Dr. Maria Stampino
Senior Associate Dean for Academic Affairs,
College of Arts and Sciences
Professor of French and Italian

Ann Olazabal, Esq.
Chair and Professor, Business Law
Vice Dean, Undergraduate Business Education,
School of Business

Dr. Paul Driscoll
Associate Professor
Vice Dean for Academic Affairs
School of Communication

Dr. Laura Kohn Wood
Chair and Professor, Educational and Psychological Studies,
School of Education and Human Development
Associate Provost, Office of Institutional Culture
Senior Resident Faculty, Pearson Residential College
Co-Chair, Standing Committee on Diversity,
Equity and Inclusion

Dr. Miriam Lipsky, Lecturer, Teaching and Learning
Senior Learning and Facilitation Specialist,
Office of Institutional Culture

Dr. Shawn Post-Klauber
Associate Professor of Practice, Teaching and Learning
Associate Dean of Undergraduate Studies,
School of Education and Human Development

Dr. Patty Murphy, *ex officio*
Executive Director of Assessment and Accreditation

Dr. Claudia Grigorescu, *ex officio*
Assessment Specialist

Student Representatives

Evan De Joya, Class of 2019
College of Arts and Sciences

Keegan Gibson, Class of 2020
College of Engineering

Clara Janzen, Class of 2020
College of Arts and Sciences

Michael Ortega, Class of 2019
College of Arts and Sciences

Arrix Ryce, Class of 2018
College of Arts and Sciences

Javier Torres, Class of 2020
School of Business



APPENDIX C:

QEP Committee Meeting Schedule

Spring 2017 Term

Friday, January 20, 2017
Friday, February 17, 2017
Friday, March 31, 2017
Friday, April 28, 2017

Summer 2017

Monday, May 22, 2017
*with SACSCOC VP during
Staff Advisory Visit*
Friday, June 23, 2017
Friday, July 21, 2017
Friday, August 4, 2017
Friday, August 18, 2017

Fall 2017 Term

Friday, September 1, 2017
Friday, September 15, 2017
Friday, September 29, 2017
Friday, October 13, 2017
Friday, October 27, 2017
Friday, November 10, 2017
Friday, December 8, 2017

APPENDIX D:

Job Descriptions

VICE PROVOST FOR EDUCATIONAL INNOVATION

Reporting to the Provost, the Vice Provost for Educational Innovation is a collaborative forward-thinking leader who advances the University's teaching and learning mission through the application of learning science and the exploration and development of innovative pedagogical practices. The Vice Provost will assume responsibility and expand the scope of the Learning Innovation and Faculty Engagement (LIFE) Team. Together, the Vice Provost and LIFE Team will help faculty develop their teaching skills and establish a shared language of learning science across the University.

The Vice Provost for Educational Innovation and the LIFE Team will:

- Assume responsibility for the Quality Enhancement Program operations, tracking, reporting, and modifications to optimize results.
- Create a series of workshops and provide consultations for faculty and graduate students to address issues such as designing effective presentations, engaging students, designing formative and summative evaluation, designing rubrics for assignments, problem-based learning, and creating inclusive classroom environments (Culture of Belonging).
- Expand the University of Miami's successful Faculty Learning Communities program, which fosters innovation in pedagogical practice and the use of technologies that enrich teaching and learning.
- Establish a lecture series, bringing visionary faculty to the University to spark discussion, foster debate, and challenge our assumptions about teaching and learning.
- Provide vision and leadership for new faculty development at the University of Miami to advance the achievement of university learning goals as well as create opportunities for students to explore their talents and passions.
- Collaborate with academic units, Faculty Senate leadership and committees, and individual faculty in the design and planning of curricula, courses, learning environments, and experiential learning.
- Assist in the analysis of teaching evaluations and design faculty development programs to share successes and address shortcomings.
- Collaborate with the Chief Academic Technology Officer on vision and planning for emerging teaching and learning technologies.
- Gather and analyze suggestions for improvements to teaching and learning methods, systems, and environments, then present recommendations to the Provost's Senior Leadership Team.
- Network with national teaching and learning organizations and stay abreast of emerging learning science research and practice.

Qualifications:

The Vice Provost for Educational Innovation should be an experienced leader with a history of progressively increasing responsibilities. A master's degree is required, but a Ph.D. or equivalent is preferred along with a minimum of five years of higher education teaching experience in a combination of classroom, online, and hybrid formats. The person in this position should have superb written, verbal, and visual communication skills along with the ability to translate messages between technical/non-technical and academic/administrative audiences. The Vice Provost must have the ability to listen closely, accept criticism with grace, negotiate, and strategize for the good of the University. This position requires a deep understanding of pedagogical techniques, a firm grasp on educational theory and practice, and a passion for innovation.

LEAD INSTRUCTIONAL DESIGNER

The Lead Instructional Designer is responsible for coordinating faculty development activities, assessing impact, and creating reports connected to the University's Educational Innovation roadmap initiative. The Educational Innovation roadmap initiative seeks to connect learning science to teaching practice in every school and college. This initiative will include promotion of discussion-based learning, classroom redesign, intergroup dialog, and related experiments with pedagogy and technology.

The Lead Instructional Designer will be responsible for:

- Scheduling, conducting, and assessing faculty development programs, including training sessions, webinars, external speakers, and annual events to highlight faculty innovation.
- Consulting with faculty 1-1 or in small groups to discuss their teaching practice, challenges, and potential changes to activities, syllabi, and forms of assessment.
- Connecting faculty to University and external resources as needed for additional training, support, content development, and expertise.
- Promoting educational innovation through the development of marketing materials, presentations at school and department meetings, web site stories, University communication channels, and other means as appropriate.
- Assess, analyze, summarize, and act upon results of assessment mechanisms, surveys, focus groups, and other sources of feedback from faculty and students.
- Communicate faculty and student feedback to partners such as the Office of the Provost, Information Technology, the University Libraries, and the Office of Classroom Management.
- Stay abreast of research and developments in pedagogical approaches, credentialing changes, educational standards, non-traditional classroom designs, and educational technologies.
- Exchange challenges and ideas with peer institutions.

Qualifications:

The Lead Instructional Designer should have excellent oral, written, and multimedia communication skills. They must have a firm grounding in educational theory and practice as well as current educational technologies for classroom, online, and hybrid course delivery. College-level teaching experience is highly desirable. The incumbent must have a master's degree in education or a similar field with at least five years of experience in higher education. A Ph.D. in education along with qualitative and quantitative research experience is preferred.

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