

March
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CELT NEWS

Newsletter of the Center for the Enhancement of Learning and Teaching

CELT Conference “Makes Sense” of Classroom Activities for the Generations

Over 120 participants from at least 25 different departments and disciplines across IPFW and IVY Tech met for the Annual CELT Associate Faculty Conference, “Making Sense of the Classroom Mosaic,” on Friday, February 2, 2007.



Gail Rathbun, CELT Director, introduced keynote speaker **Sheri Beattie**, Director of Effective Teaching and Learning at Baker College in Flint, Michigan.

With humor born of insight, Beattie (a self-identified “Gen Xer”) addressed the “divides” that separate students and teachers, including the generational, cultural, and technological differences within our classrooms. She used her own research as well as that of well-known authors such as William Strauss and Neil Howe (*Millennials Rising*) and Diana Oblinger (*Educating the Net Generation*) to illustrate the differences among the Baby Boomers, Generation Xers, and Millennials who comprise the modern classroom.

Six separate sessions were offered at the one-day conference, with four of those being offered both in the morning and afternoon sessions.

“**Teaching across Generations**,” was facilitated by **Sheri Beattie**. Participants engaged in group discussions on connecting specific behaviors and characteristics to the various generations explained in the keynote address. She elaborated on the concepts of her

keynote address and then shared advice on preparing instructors to balance the special needs and attitudes of the generations with practical strategies.

“**Understanding the Mental Health Mosaic of the Classroom**,” was facilitated by **Amy Nitza**, Ph.D. LMHC and EDUC and **James Burg**, Ph.D. LMFT and Associate Professor, EDUC. They described the issues surrounding mental health disorders common among college students and the implications for the classroom, including tips for dealing with individual students. Participants appreciated the variety of options for dealing with troubled students.

“**Building the Critical Thinking Mosaic**,” was facilitated by **Jeanette Clausen**, Professor Emerita, ILCS and **Rachelle Darabi**, Director of CASA. Presenters helped answer the question on how to help students understand instructors’ expectations of them as critical thinkers. This workshop defined the concept of critical thinking, how to best assess it, and used web sites to access online tools.

“**The Mosaic Speaks: Voices from the Writing Center**,” was led by **Sara Webb-Sunderhaus**, Assistant Professor, ENGL and Writing Center Director, along with several Writing Center Consultants. This roundtable offered the unique perspectives of the consultants as they shared their best practice ideas of assisting students from a variety of generations.

“**Making Sense: The Mosaic of Classroom Dialogue**,” was facilitated by **Glenda Moss**, Associate Professor, EDUC. The presenters

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Fort Wayne Teaching Conference Report

A record-setting turnout of more than 150 college and university educators attended the Tenth Annual Fort Wayne Teaching Conference hosted at IPFW last month. Focusing on “The Challenges of Academic Life in the 21st Century,” attendees spent the day in breakout sessions with themes ranging from “Making Classic Texts Available to Students,” presented by **Robert Pettit**, professor of Sociology at Manchester College, to “Using Television to Teach [Writing] Introductions,” presented by **Ken Bugajski**, assistant professor of English at the University of St. Francis.

IPFW faculty who presented included:

Barbara Kirkwood, **Mark Sidey**, and **Charles Totten**, “The Challenge of Placing Students in Appropriate Writing Courses”;

Debrah Huffman, “Going up on Teaching: Teaching Institutions and the (Re) Definition of Scholarship”;

Worth Weller, “The Paperless Classroom: Improving Student Performance, Streamlining Assessment, and Increasing Time on Teaching with Wikis and PDF Files”;

Erin Frew, “Academic Program Assessment: Demands and Benefits”;

Joe Nichols, “Portfolio Assessment”;

Barbara Resch, “Case Studies in Teacher Education: Learning from Someone Else’s Story”;

Erik Ohlander, “Making Religion and Culture Visible: The ‘Site Visit’ as Integrative Experience”;

Patrick Ashton and Jeanette Clausen, “An Interactive Web-Based Approach to Learning and Practicing Skills for Facilitating Civil Discourse”;

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“Makes Sense”...
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addressed the value of discussion and dialogue in helping students learn about and value diverse perspectives and grow as critical thinkers. They engaged the participants in a workshop format to simulate classroom dialogue using a graphic organizer.

Understanding the Mosaic of Student Identity Development,” was led by **Mary Lehto**, Academic Advisor, ACCS. Mary helped participants in this session identify the differences in the generations of students and develop unique strategies to support all students to achieve emotional, interpersonal, ethical, and intellectual growth.

Many thanks go to Ivy Tech Community College, Fort Wayne, and the Richard T. Doermer School of Business who co-sponsored the conference with CELT, and to FACET, FYE, the College of Arts & Sciences, the Office of Student Affairs, the Center for Economic Education, and the departments of English & Linguistics, Communication, and Mathematical Sciences for their support.

-Karol Dehr, editor



Fort Wayne Teaching Conference...cont. from pg.1

Mark Jordan, “Inquiry-Based Learning in Physiology Using Non-Invasive Sensors Interfaced with Computers”;

Karol Dehr, Sarah Sandman, Mark Sidey and Jennifer Stewart, “Creating Coherence in a Disparate Writing Program: Developing and Adopting Model Syllabi”;

Richard Weiner, “Bringing Your Research Agenda into the Classroom”;

Terri Jo Swim, “Rethinking the Image of the Child: The Impact of Documenting the Work of Children”;

Glenda Moss, “Preservice Teachers’ Critique of the INTASC Standards through a Freirean Lens”;

Sue Skekloff and Worth Weller, “The Human Connection: Making the Librarian Real to Distance Learners”;

Jill Nussel, “Teaching Non-Western History with Primary Sources on the World Wide Web”;

Michael Columbia, “Combining Statistical Evaluation and

Colligative Properties in the General Chemistry Laboratory”;

Gary Steffen, “Learning Through Error Recognition”;

and **Deborah Conklin**, “Assessing Distance Education.”

The keynote speaker was Dennis Jacobs, Vice President and Associate Provost of the University of Notre Dame. Jacobs spoke on the topic “Investigating Student Learning – Whose Responsibility Is It?” He urged the group to take a more honest approach to scholarship of teaching and learning activities. “There’s no need for us in higher education to be talking about reinventing the wheel, when what we are really doing is reinventing the flat tire,” he warned. “All we’ve really done is talk about our successes, when what we really need is to be sharing our failures too, because that is where learning occurs and corrections can be made,” he observed.

-Worth Weller, ENGL



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www.ipfw.edu/celt

IPFW’s “Pick-and-Click” Developers Excite Educause

Visiting Associate Professor **Ray Gildner** (Geosciences) and Instructional Designer **Samantha Birk** (CELT) recently presented their work on SCORM at the Annual Meeting of the Educause Learning Initiative (ELI) in Atlanta, Georgia. Educause is an international association whose mission is to advance higher education by promoting the intelligent use of information technology. SCORM (Sharable Content Object Reference Model) is a standard for sharable web content that is integrated into many course management systems. In 2004 Dr. Gildner started to develop an online Earth Science course. Gildner was presented with the challenge of how to meet the learning objectives of the required labs in a distance course. He contacted CELT for help, and with Ms. Birk he began to explore the potentials of SCORM to meet the lab’s instructional goals. CELT recognized the value of his research and development for use in other distance courses, and named Gildner a Development Fellow in 2005.

In a preliminary demonstration of their work at the 2005 Teaching and Learning Technologies conference at Purdue University, several faculty expressed the wish to create interactions that deeply engage students with the subject matter. When asked what type of activity would benefit online teaching, faculty pointed to graphical matching exercises. Web drag-and-drop exercises are unreliable, so the idea of “pick-and-click” was developed – a closely related, but more extensible and stable concept.

Because of the extensive amount of code behind the creation of pick-and-click activities and the additional programming needed for SCORM compliance Gildner and Birk created a HTML “wizard.” The beauty of the Pick-and-Click wizard is that faculty do not need to know any of the programming languages needed to make the exercises work. The exercises that can be created using this wizard heighten student engagement while increasing their conceptual interaction through more

sophisticated graded content than what is typically possible using standard assessment tools built into environments like WebCT Vista.

The presentation at the ELI meeting was extremely well received and has resulted in several invitations to present the work at ID+SCORM, sponsored by Brigham Young University; the Advanced Distributed Learning Initiative (ADL), which manages SCORM compliance; and the International MERLOT (Multimedia Educational Resource for Learning and Online Teaching) conference. Gildner and Birk continue to refine the wizard, which eventually will be distributed as an open source resource. They are also working on an additional research agenda that examines how these interactions benefit the teaching and learning in online and hybrid courses. Their efforts are supported by IPFW’s Center for the Enhancement of Learning and Teaching and the Office of Research and External Support.

Professional Development for Distance Teaching

In February, the Faculty Support Subcommittee of the Distance Education Coordinating Committee conducted an online survey of the professional development needs of the 74 faculty who are teaching distance courses this semester, either through television or online. There were 33 responses. The objective was to learn what support experienced distance instructors need in order to guide future professional development efforts.

The committee asked the faculty members what their major challenges were in teaching a distance course. The majority of responses had to do with WebCT: difficulties in using it, support, and reliability. The remainder of the answers referred to the challenge of dealing with students who underestimate the amount of effort and self-management required to succeed in a distance course. Faculty responses to the question of what challenges the students face mirrored their own: technology use, support, and reliability, and student expectations of both college work and a distance course.

Teachers' goals for improving their courses fell into several categories: being

more explicit about expectations and giving clear instructions, increasing interaction with students and inviting engagement (including making a personal, in-person connection with students from the start), and upgrading one's knowledge and use of technology and multimedia.

Respondents preferred in-person coaching, while half preferred online workshops and half preferred in-person workshops. The latter finding was of special interest to CELT and would seem to support a 50-50 offering of CELT workshops via Adobe Connect web-based videoconferencing and live workshops. CELT has already experimented with "Collaborative Learning Online with Adobe Connect," <https://breeze.itap.purdue.edu/p69785706/>.

Seventeen faculty were interested in working with another faculty member teaching at distance to share expertise while 15 were not interested. The Faculty Support Committee would like to help organize a faculty-led community of distance instructors interested in reciprocal peer consulting. On April 12, 2007, from 1-2:30 p.m., CELT is sponsoring a videoconference entitled

"Online Peer Mentoring Programs for Distance Faculty" in Kettler G20.

If you are interested in learning more about building quality into your online courses, be sure to attend "Quality Matters: Quality Assurance in Online Courses" at 12 noon – 1:30 pm on March 20 in KT G20. **Mary Wells**, director of a FIPSE-sponsored project to develop inter-institutional process for recognizing quality online courses, will explain the peer-based approach she helped create. The event is sponsored by the Division of Continuing Studies. You can register for both the March 20 and April 12 events at <http://www.ipfw.edu/celt/workshops/default.shtml>.



From the Director...

This month I'd like to use this space to highlight CELT's involvement in some campus-wide initiatives.

Former CELT Advisory Board member and Teaching Fellow



Barbara Resch (Music) and I have been involved in the Foundations of Excellence self-study of IPFW's organization and delivery of the first year of college. IPFW is among 33 colleges and universities working with the Policy Center on the First Year of College as part of the 2006 cohort. Our job has been to lead a committee of staff and faculty assigned to study the Faculty dimension, just one of nine aspects being explored. We are now drafting our final report which addresses topics such as: faculty and staff perceptions of encouragement and support for teaching first year students, rewards for teaching first year students, and professional development. The entire institutional report will be available to

more than 100 other institutions that have participated in the past several years, and will become the basis for implementing our own action plan for improvement.

I have been working closely with the committee assembled by the Office of Academic Affairs to develop a plan for carrying out the academic mission in the event of an emergency such as a pandemic. I personally appreciate the exposure to the complexity and difficulty of preparing for the unknown. Our collective thinking has evolved steadily over the past six months, and continues to change as we deepen and expand the thought process and take into account new information and models. We are, however, getting closer to informing faculty and departments of suggestions for planning and the academic policies that will go into effect. Much valuable information has already been placed at <http://www.ipfw.edu/avianflu/>. I encourage you to visit and put it in your Favorites.

The VCAA has also asked me, as CELT Director, to chair a subcommittee to the Information Technology Policy

Committee (ITPC). The subcommittee, named the Instructional Technology Coordinating Committee, (ITCO), will develop and implement plans for the use, support, and evaluation of instructional technologies to enhance and improve the teaching and learning environment at IPFW. Members of the committee include: **Joseph McCormick** (ITS), **Lee Peitzman** (Media Production Services), **Eric Vitz** (DCS), **Judith Garrison** (Helmke Library), **Jeffrey Nowak** (ACITAS), **Sue Mau** (Mathematical Sciences), **Steve Carr** (Communication), **Michael Columbia** (Chemistry), and **William Smits** and **Richard Strong**, Communication students. Another student is expected to join the committee soon.

As you may know, CELT's online registration system is not functioning. Our colleagues at ITS are testing a new system for us. In the meantime, the staff of CELT thanks you for your patience. Please do not hesitate to phone CELT at 1-6354, email us at CELT@ipfw.edu, or download the registration form and send it to us via campus or snail mail.

-Gail

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-Karol Dehr, Editor
-Stephanie Haneline, Graphic Designer*



**Registration is required for all events.
To register or to view a complete list of
workshops offered by CELT, log on to
www.ipfw.edu/celt**

CELT Events March/April

2nd Wednesdays @ Noon Series: Tablet Computing Environments*

March 14, 12-2:50 p.m. in KT G20
or from your desktop
Presenter: Brian C. Dean, Clemson Univ.

Working with Digital Images for the Classroom and the Web: Image Editing with Adobe CS2.3, Part I* (Please choose one session only.)

Friday, March 16, 9-10:30 a.m.
OR 12-1:20 p.m. in KT 234
Instructor: Darlene Miller, CELT

Magna Publications Online Seminar: Quality Assurance in Online Courses*

Tuesday, March 20, 12-1:30 pm
**Faculty Showcase: CELT Summer
Instructional Development Grants***
Thursday, March 22, 12-1:20 p.m. in
KT 247
Presenters: Michael Bosela, BIO, and
Guoping Wang, ENGR

Creating Effective Instructional Animations*

Friday, March 23, 12-1:20 p.m. in
KT 205B (ITS Training Lab)
Instructor: Samantha Birk, CELT **Basic
knowledge of PowerPoint is required.**

12 O'clock Scholars Brown Bag Series: The Challenges of Academic Life in the 21st Century*

Monday, March 26, 12-1 p.m. in KT 234
Facilitators: Members of the CELT
Advisory Board

Faculty Showcase: CELT Summer Instructional Development Grants*

Thursday, March 28, 12-1:20 p.m. in
KT 247
Presenters: Pam DeKoninck & Becky
Salmon, NUR, & Peter Goodmann, ECET

Evaluating the Impact of a Technology- based Teaching Innovation*

Friday, March 30, 12-1:20 p.m. in KT 247
Presenters: Mark Jordan & Ahmed
Mustafa, BIO

Teaching and Learning with Technology Conference 2007: Learning without Boundaries

Tuesday & Wednesday, April 3 & 4 at
Purdue University

Working with Digital Images for the Classroom and the Web Image Editing with Adobe CS 2.3, Part II*

Wednesday, April 4, 9-10:30 a.m. OR
12-1:20 p.m. in KT 234
Instructor: Darlene Miller, CELT

Academic Impressions Web Conference: Online Peer Mentoring Programs for Distance Faculty*

Thursday, April 12, 1-2:30 p.m. in KT G20
Instructors: Barbara K. McKenzie,
University of West Georgia & Betül C.
Özkan, Long Island University

"Want to play a game?" Using StudyMate to Develop Digital Game-based Learning*

Friday, April 13, 12-1:20 p.m. in NF B73
Facilitators: Samantha Birk, CELT & Scott
Vitz, ITS

12 O'clock Scholars Brown Bag Series: What is Blended/Hybrid Learning?*

Monday, April 23, 12-1 p.m. in KT 234
Facilitators: Members of the CELT
Advisory Board

Teaching Tip: Comment on Papers Easily with a Mic and Acrobat

Although Word's track changes feature is an excellent way to make comments on written assessments, using this feature gives students little, if any, more guidance than traditional, handwritten margin and end notes. But with Acrobat Standard, teachers can create small sound files that are embedded directly adjacent to the writing or content issues you wish to draw the student's attention to.

With a \$20 microphone and a copy of Acrobat Standard (about \$90) or Professional (available on IPFW icons), teachers can talk a student through a paper, once it is converted from a Word

document to a PDF document. Acrobat Standard also has colorful pop up sticky tabs and other colorful editing features that make the student's returned submission feel more interactive and a little more viewer-friendly than Word.

The process works like this: I receive their papers as Word documents, either through my e-mail or through WebCT. Then I quickly convert these files to PDF files by opening them with Acrobat Standard or Professional, and I make my voice and written comments with the Acrobat Standard editing and commenting features. These PDF files, even with several minutes of sound, remain very

small, so they can be returned to the students, via email who download the files. All student computers, either at home or in a lab, have Acrobat Reader, as well as a small built-in speaker.

I've polled my students numerous times, asking them how they like hearing my voice and seeing my comments as pop-ups, and they report consistently that this type of assessment feels a lot "more connected" and "more human." They also report they understand more clearly what I'm trying to help them accomplish.

-Worth Weller, ENGL
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