

November

2005



# CELT NEWS

Newsletter for the Center for the Enhancement of Learning and Teaching

## 2005 FACET Conference for Associate Faculty

"Celebrate Excellence in Teaching," the 10th Annual Associate Faculty and Lecturers Conference sponsored by FACET (Faculty Colloquium on Excellence in Teaching), was held at University Place Conference Center on the IUPUI campus on October 21 and 22. Participants represented all of the Indiana University campuses and a wide variety of academic disciplines, including several IPFW faculty members.

FACET reviewed some of its most enthusiastically received topics from the past and presented new ideas for the future. Instead of a keynote address on Friday evening, FACET co-directors Sharon Hamilton and Bob Orr presented an overview of projects from the past ten years, and conference chair Judy Carlson led the group in a lively discussion of how learners have changed in a decade. Students' consumer mentality, a culture characterized by informality, and the use and abuse of technology were all cited as factors that have challenged our teaching in recent years.

On Saturday, participants addressed these challenges by selecting three workshop sessions,

with topics including e-learning, creating community, teaching in urban classrooms, enhancing strategies for multicultural teaching and learning, developing effective use of discussion, and building learning identities in the classroom. IPFW **Professor David Maloney** (Physics) presented an interactive session on "Learning the Game of Science."

**Maria Conforti**, of IPFW's Spanish faculty, chose to attend workshops with the common theme of culturally-responsive teaching because of her own on-going challenge to infuse diversity and "create the much-needed bridge of cultural understanding" in her teaching. Adjunct faculty member **Marsha Shively** (English & Linguistics), reported that "the entire conference seemed timely to me, as it got some old circuits firing again with ideas on stimulating the students."

The camaraderie of meeting with colleagues from across the state and discussing challenges and successes was cited as an important benefit of this conference. As **Deborah Ellsworth** (English & Linguistics) said, "There is as much learning that takes place in informal ways as in the formal presentations." All of (*Continued on Page 2*)

### ACELINK Connects Local Educators

IPFW has taken a leadership role in providing and supporting the use of broadband technology for learning in Northeast Indiana. Through a combined effort of IPFW's Division of Continuing Studies and ITS, IPFW jointly sponsors an ACELINK Project, with support from the Foellinger Foundation. This project has created a partnership between IPFW and a K-12 consortium in Allen County, including Fort Wayne Community Schools, East Allen County Schools, Southwest Allen County Schools, Northwest Allen County Schools, Bishop Dwenger High School, Region 8 Education Service Center, and the Allen County Public Libraries.

This partnership has "many layers" and "lots of benefits," says **Sandy Schaufelberger**, who serves as the liaison between the Department of Continuing Studies and area schools. The ACELINK Project identifies content appropriate for schools to use with broadband technology. Schaufelberger's role is to identify opportunities to use existing technology, offer tech support and leadership, and help teachers to use the resources this broadband technology offers, including classroom to classroom collaboration.

Schaufelberger reports this project offers innovative resources for faculty from all disciplines. According to her posting on the ACELINK ([www.ancelink.org](http://www.ancelink.org)) website, its objectives are to "encourage and support teachers in the use of two-way video equipment for

creating unique educational experiences for their students" and "create an effective model for integrating virtual field trips into curriculum and sharing best practices."

The Division of Continuing Studies and ACELINK partnered up recently to offer Alan November's presentation as part of the City of Fort Wayne's Inaugural Innovation Forum. On November 18, DCS will also host a workshop on "Designing and Delivering Engaging Content for Interactive Video Conferencing." While this workshop was primarily created for area museums to design their own virtual programming, it will be made available to interested IPFW faculty.

Additional activities have been featured in the "Food for Thought Fridays," where IPFW connects K-12 students with university faculty. Past sessions included speakers **Andy Downs** (Political Science) and **Pat Ashton** (Sociology). On December 2, **Dr. Geralyn Miller** (SPEA) will lead "Changing the World: The Importance of Participating in the Governmental Process."

Schaufelberger encourages IPFW faculty members to contact her if they're interested in using this two-way video conferencing to connect with K-12 students and teachers for the spring semester ([schaufes@ipfw.edu](mailto:schaufes@ipfw.edu) or X10747).

-Karol Dehr

## FACET AFLC...Continued

the participants also noted that the excellent food, accommodations, and hospitality contributed to a pleasant experience.

**Karen Jaquish** (English & Linguistics), who served on the conference planning committee, listed her own professional

development as one of the important incentives for regularly attending the Associate Faculty Conference. Above all, she applauded the support for adjunct faculty members this conference provides: "There is a real sense of being appreciated for what we part-time faculty members

bring to the academy. It's a feeling as if we are important and cherished... Too often we adjuncts feel as if we're the ugly ducklings on campus. At the FACET conference, we're transformed into swans!"

*-Barbara Resch, Music*

## From Apprentice to Master Craftsman: The Value of Reflective Teaching Logs

*-Contributed by Eric Ohlander, Religious Studies* (ohlandee@ipfw.edu)

Like many of us, upon my arrival at IPFW I was faced with the daunting prospect of quickly developing courses for a student body inevitably different than the one I was used to. How was I to do this? What would my students be like? How would my courses fit into the curricula of my department, the college, and the institution at large? What were the learning outcomes which my students are expected to achieve, and, in turn, how might I go about aligning my courses to accomplish them? Can this be done all at once? How do I make it work?

I found answers to many of these questions in appropriating a reflective attitude towards teaching and learning. In those reflections, I found the metaphor of the old-world artisan to be particularly good in capturing the dynamics of the university classroom. Likening teaching to a skilled craft means, first, recognizing that it is an ongoing process. Like the journeyman, a teacher cannot achieve mastery in his chosen craft right away; this comes in stages, recognized and validated by the "guild elders" of promotion and tenure committees. At the same time, however, for both the artisan and university teacher the

process itself can be overwhelming and difficult to understand. What does mastery entail? And, perhaps more importantly, how does one go about achieving it? As to the former, both the apprentice and assistant professor look toward those who have gone before them: master artisans and mentors, or, senior colleagues, outstanding teachers and OAA memoranda. These provide models and templates, a set of standards which are as much a series of goals to be obtained as they are marks of progress along the way. As to the latter (and indeed this is what lies at the center of the process itself) is the powerful idea that like any craft, proficiency, dexterity, and artistry in the university classroom is honed by experience, trial and error, triumphs and setbacks. Simply recognizing this, however, is one thing; actually making it a meaningful part of one's period of "apprenticeship" is much more difficult.

This brings us to the *teaching log*, one of several reflective techniques which I have found particularly useful in helping to bring a sense of coherence and purpose to my first year of "apprenticeship" at IPFW. Simply put, the teaching log is a journaling technique which aims to record, in the fashion of a personal diary, one's impressions of each and every class session

over the course of the semester. It requires very little effort, and when it comes time to make revisions or adjustments to the course, it serves as an invaluable source of ideas, realizations, observations and suggestions which might have otherwise been left behind in the hurly-burly of the semester.

The procedure is simple: normally, I would spend no more than five-minutes a day on my teaching log, making it part of my usual post-class routine of reorganizing lecture notes and recording student attendance. By way of example, here is an entry from the log I kept for the first section of PHIL 112 (*Religion and Culture*) which I taught in Fall 2004:

9/20/04: Discussed chs. 1-2 of *W.I.* today based on first set of discussion questions; good overall-but students did not make connection b/t Freud and the signif. of H's childhood narrative-why?; also: add question(s) on the woodblock plates (e.g., 'what do you think the translator had in mind in reproducing these here?'); also: the signif. of the stylized/systematic intro. to *W.I.* (ch. 1, secs. 1-4) could be made clearer by replacing Dumoulin's article with another whose survey is broader, incl. comm. on intersections b/t Shinto, Pure Land, and Zen (*Continued on Page 4*)

## SoTL Workshop Encourages Faculty Learning Communities

**Pat Ashton**, Sociology, and **Yvonne Zubovic**, Mathematical Sciences, led a group of interested faculty in a recent workshop, "Introduction to SoTL" (Scholarship of Teaching and Learning), on September 23. According to IUB's website, SoTL is a "faculty-driven initiative to improve undergraduate learning by fostering faculty inquiry into learning and by building interdisciplinary communities that support and refine this inquiry" ([www.indiana.edu/~sotl/whatis.html](http://www.indiana.edu/~sotl/whatis.html)).

Among the items discussed at the workshop by Zubovic and Ashton were the differences between disciplinary research and research on the scholarship of teaching and learning. They explained that in SoTL, there is systematic research regarding

student learning, assessing what's working and what's not, formalizing the process and generalizing the issues faced in the classroom. They added that SoTL is "public, open to critical peer review and evaluation, capable of being adapted and used by others," and "involves inquiry and investigation around student learning."

Various examples of both kinds of research were presented, which solicited possible research projects from the participants. These included creating a course portfolio, beginning a listserv to discuss the coding of student responses to posted discussion questions, and encouraging adjunct professional development to enhance student learning.

One of CELT's goals is to promote SoTL on campus by creating faculty learning

communities, where a cohort of faculty members would meet regularly and share problems/concerns with one another, share that information with colleagues and document their progress. Participants in these groups would receive a small stipend, be expected to produce an artifact of their collective professional growth experience and present it in some formal way to the IPFW community. With SoTL as a focus of these learning communities, projects might also include publishing articles, teaching a workshop, designing a new course, and participating in SIGs (Special Interest Groups), to name a few.

Contact **Gail Rathbun** at the CELT office at X16504 or **Yvonne Zubovich** X16037 for further information.

## 2005-06 LEAD Grant Program Announced

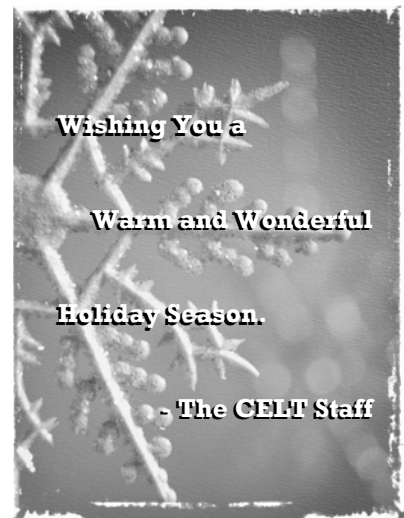
The idea of a “classroom” has expanded to include virtual as well as traditional spaces. Many hybrid/blended courses and distance learning initiatives are demonstrating that “the classroom” can be in all sorts of places, arrangements, and times. The 2005-06 Leading Educational Application and Design (LEAD) grant program supports the exploration and implementation of *innovative learning environments* that positively impact learning and teaching. These learning environments may be formal or informal in nature.

Three levels of grants are available: Exploration (up to \$1500), Design Research and Dissemination (up to \$4000), and

Implementation (up to \$7500).

Members of this year’s LEAD committee include **Steve Carr**, Communication, **John LaMaster**, Mathematical Sciences, **Scott Vitz**, ITS, **Samantha Birk** and **Gail Rathbun**, CELT.

For more information contact any committee member or the CELT office at 16354 (email [celt@ipfw.edu](mailto:celt@ipfw.edu)). LEAD applications are available online at <http://www.ipfw.edu/celt>, under “Grants.” Deadline is December 1 for grants starting in the Spring semester and April 1 for grants starting in the Summer or Fall semester.



## November Blogs Enhance Research

The Division of Continuing Studies’ 30<sup>th</sup> anniversary celebration last month was a chance for area educators and their partners in business and government to get their batteries recharged as they heard some innovative ideas from featured speaker Alan November. Speaking to a standing room only crowd in IPFW’s Science Building auditorium, November, a Lecturer for the Executive Doctoral Program at Seton Hall University, maintained that in the face of rapid economic change it was time to reinvent the traditional school house and classroom. Working with networked multimedia resources, education must be thought of as a 24 by 7 endeavor in which students work together to create global communities of knowledge under the careful tutelage and

mentorship of cyberspace-savvy teachers, challenged November. He added that only with an enhanced and immediate access to information, and the life-long learning skills to utilize, develop and apply that information, can the American worker expect to maintain his or her own viability in the global marketplace.

Among the many innovations November suggested were “blogs,” a recently popularized form of web writing that builds interactive communities across cyberspace. Blogs (short for “web logs”) provide multimedia text and image based meeting places in cyberspace that can be edited and accessed by designated and guest users. Because they can provide immediate feedback, their use for the transfer and

creation of knowledge is unlimited, noted November.

To see how this IPFW faculty member has been using a blog to enhance the research process for his own students, go to <http://wellerw140h.blogspot.com/>. This blog has a link to Alan November’s presentation at IPFW, as well as to student and other educational blogs. You can also go to the CELT online classroom at <http://www.ipfw.edu/celt/onlineclassroom/> to view last April’s “Tips ‘n Tactics” live webcast to get started blogging yourself!

*-Worth Weller, English & Linguistics*

**Ed. Note: CELT has a blog at [celtblog.blogspot.com](http://celtblog.blogspot.com).**

## From the Director...



It was great to see so many new faces at our open house on October 21<sup>st</sup>. Thank you for making time to come eat good food and enjoy good company. CELT showed off its new lab arrangement, projector, and conference room along with an array of wonderful faculty projects. If you missed the event, don’t hesitate to stop by CELT in Kettler 234 or call and make an appointment with me, Sam, or Darlene.

**Elaine Haag** is joining CELT as a web developer assigned to convert departmental web pages to the new IPFW template. A coordinator for this special project will be joining CELT soon.

I recently attended the Educause conference in Orlando and the Professional

Organization Developer conference in Milwaukee to learn more about the design of formal and informal learning spaces. I had the opportunity to hear Nancy Chism, Associate Vice-Chancellor for Academic Affairs at IUPUI and her team explain a project that converted a wide corridor just outside some classrooms into active, vital informal learning environments. I am hoping to use what I learned in initiating some exploratory LEAD grant projects. (See the article in this issue and read about the program at <http://www.ipfw.edu/celt/grants.htm>.)

The CELT Teaching Fellows have been busy assisting departments and individual faculty, as well as putting the finishing touches on InSite for Teaching Resources, a set of consulting and teaching guides that will be placed in the new CELT web site next semester. InSite is part of CELT’s effort to move programs and resources to

your desktop, where you need them and when you need them.

CELT is excited about the pending visit, on January 27<sup>th</sup>, of Richard Light, author of *Making the Most of College*. This month’s book discussions will provide topics for the concurrent sessions to be conducted at the all day conference. CELT is co-sponsoring this conference with FYE, and it will take the place of CELT’s annual associate faculty event.

Please watch for announcements of CELT events in your email. We will have programs well into December. Our next CELT News will appear February 1, so let me take this opportunity to wish you a successful close to the semester and happy holidays.

*-Gail Rathbun, Director*

## CELT Advisory Board Members

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## Faculty Highlights

**Suining Ding**, Assistant Professor of Interior Design, recently presented her paper, "Meaningful Cultural Reflection: Another Perspective of Sustainable Environment" at the 2005 IDEC (Interior Design Educators Council) Midwest Regional Conference. The paper was based on the course, INTR330: Culture and Design: A Cross-Cultural Comparison of Architecture, that Ding developed using a CELT Summer Instructional Development Grant, and which will be offered in Fall 2006. In this course, a

non-traditional lecture course format, class activities, and multimedia presentations are incorporated. As a result of her presentation, the national president of IDEC has asked Professor Ding to submit another paper to 2006 IDEC International Conference for Innovative Teaching. Professor Ding is very enthusiastic about this course and will be sharing her experience in developing it at the December 2 Faculty Showcase from noon to 1:20 pm in Kettler Hall 120.

## Studio M is in Motion!

In May, CELT began research on the need for a student multimedia lab, open to all students regardless of major, where they could develop digital media projects requiring systems more powerful than can be found in the student computer labs. Over the ensuing months, CELT surveyed and interviewed students, faculty, and staff about their needs, preferences, and teaching/learning goals. CELT also examined the digital media development facilities at peer institutions, other campuses in the region, and at its parent institutions.

Based on the data presented in CELT's research report, the Information

Technology Policy Committee decided to commit student technology funds to create a student multimedia lab, and to move ahead with a "studio" concept, making available a small number of machines to support individuals and small groups of students. The VCAA asked CELT to draw up a detailed proposal for implementing the project.

CELT is very excited about the birth of a new student Multimedia Lab to be housed inside the Student Access lab in Walb 221. The facility will be called "Studio M" and offer 5 workstations capable of digital video editing, 3D modeling, and an audio recording area. The plan is for the facility to be staffed and open 6 days a week. To use the lab students must present a syllabus and pass a short basic training course.

The implementation of the project will be a collaborative effort among CELT, ITS, and LRC. Call CELT at X16354 for further information.

## Apprentice to Master...Cont.

trads. in pre- and early-modern Jap. which H was reacting to.

The result at the end of the semester? A handful of extremely valuable impressions which I then used to help improve both the course and my teaching of it the following semester. While the teaching log should not be used as a stand-alone technique of course assessment and development, it is, I believe, a practice worth including in our ever-continuing journey towards mastery of our chosen craft.

Useful references: Stephen Brookfield, *Becoming a Critically Reflective Teacher* (San Francisco: Jossey-Bass 1995), pp. 72-75.

## Events Calendar

### Building Community Online

*Friday, Nov. 18, 3pm-4pm in KT 245*

*Facilitated by Lesae Vartanian, PSY*

If you never see or meet your students, how do you create a supportive interactive learning environment? If you do meet your students face to face, how could using the internet enhance the learning environment? You'll learn the answer to these questions and discuss the variables that you should consider when using the Internet to foster classroom community. A Fall conference workshop. **Registration is required.**

### Summer Instructional Grant Showcase

*Friday, Dec. 2, Noon-1:20pm in KT 120*

This year's summer instructional development grant winners share the results of their summer projects with their colleagues at this showcase event. You will be able to discuss the projects with the featured faculty and ask questions about the grant writing process. Applications for next year's grants are available on the CELT web site. **Registration is required.**

### Virtual Brownbag: 2nd Wednesdays @

**Noon: Challenge, Potential, and Success: A University-Wide Approach to Classroom Response Systems**

*Dec. 14, 2005, Noon-12:50pm EST*

*(11-11:50am CST) KT G20*

*Presented by Ed Evans, Purdue Univ.*

Engaging and assessing students in large lecture situations has always been challenging-until now. Purdue University's installation of an effective, supportable, and scalable classroom response system in all classrooms answers the challenge. Students are more involved, faculty have more real-time feedback, and the institution has a sustainable model for classroom response. Ed Evans is the Director of Learning Spaces for Purdue University's IT Teaching and Learning Technologies unit.

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*-Stephanie Haneline, Graphic Designer*